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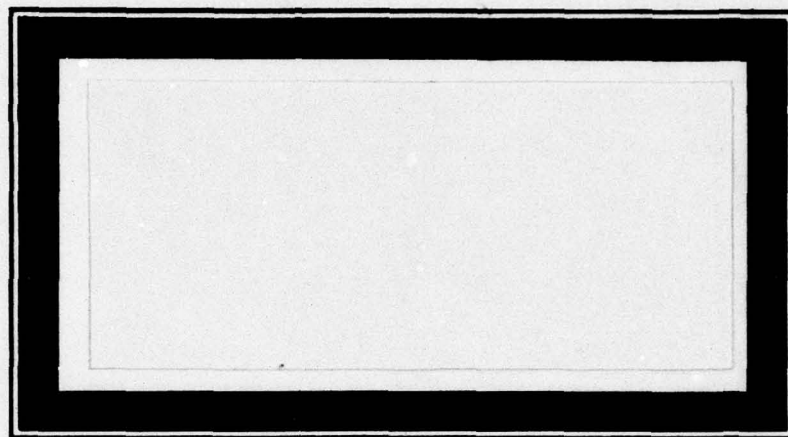
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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This is the first of a series of annual studies of the Reserve Component Enlistment Market. Study gauges prospect awareness, attitudes and perceptions of Reserve component service and explores linkage between such service and life goals. <i>←</i>		

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EXECUTIVE SUMMARY

The purpose of this study was to examine the issues related to accession and retention of enlisted personnel in the Reserve Military Forces. The main questions of interest were:

- . What is the present level of accession propensity among Potential Enlistees? What is the present level of propensity to extend enlistment among Current Reserve members?
- . How can more Potential Enlistees be encouraged to enlist and how can more Current Reservists be encouraged to extend their enlistments?
  - .. What benefits might be effective?
  - .. What perceptions, attitudes, and motivations could be tapped to encourage enlistment and extension of enlistment?
  - .. Which aspects of Reserve-related activities should be emphasized in communications to Potential Enlistees and Current Reservists? Which aspects should be played down? And, which aspects should be changed?
  - .. Who plays an influential role in encouraging enlistment and extension of enlistment?
- . What types of persons will enlist and extend enlistment?

To explore these questions, 6,965 telephone interviews were completed between April and July, 1977 with national samples of Non-Prior Service men, Veterans, and current members of the Army National Guard, Army Reserve, Air National Guard, Air Force Reserve, Navy Reserve, and Marine Corps Reserve,

What is the Current Level of Propensity?

The table below summarizes the propensity to enlist for Potential Enlistees (Non-Prior Service and Veterans samples) and the propensity to extend enlistment for Current Reservists (Army National Guard and Other Reserve Components samples). Propensity to enlist or extend enlistment is considered a good indicator of a person's general disposition toward the Guard and Reserve.

	<u>Potential Enlistees</u>		<u>Current Reservists</u>	
	<u>Non-Prior Service</u>	<u>Veterans</u>	<u>Army National Guard</u>	<u>Other Reserve Components</u>
Percent favorable	35%	23%	43%	43%

The measure of positive propensity employed in this study was generous. Men who indicated even a slightly positive propensity were labelled as being "favorable." Even with this generous definition of propensity, less than 45% of the Current Reservists expressed a positive or favorable propensity to extend their enlistment. Less than 20% of the Current Reservists indicated that they intended to remain for the long term, i.e., 16 or more years.

Among Potential Enlistees, Veterans showed the lowest propensity to enlist. Those Veterans with a positive propensity to enlist in any Guard or Reserve component favored the branch in which they had served; however, even toward that component they were not very favorable.

Overall, Current Reservists had a higher propensity to extend enlistment than the Potential Enlistees had to enlist.

What Benefits Might be Effective in Encouraging Men to Enlist/Extend?

Three possible benefits were examined: (1) financial assistance for education; (2) bonus; and (3) pay increase. In addition, for Potential Enlistees, the impact of a reduced length of initial enlistment was examined.



All benefits were successful in increasing propensity to enlist or extend enlistment. The financial assistance for education and bonus benefits were most cost effective.

It is unclear whether the education or bonus benefit was the most cost effective benefit. It depends on who will use the education benefit and for what educational purpose. Two estimates were made of the costs associated with the education benefit. (These were not total costs to DoD. They were only costs based on what members of the Guard and Reserve would receive directly.) With a more conservative estimate, the education benefit was less expensive than the bonus benefit. With more generous allowances made for tuition costs and usage, the education benefit was more expensive.

For Potential Enlistees and Current Reservists, the pay increase would cost the military twice as much as the bonus benefit for the same increase in propensity to enlist/extend.

Offering a reduced length of enlistment did raise favorability. But, it did not raise it as much as the education benefit did.

What do Potential Enlistees and Current Reservists Know about Existing Benefits?  
What Impact Does this Knowledge Have on Propensity?

Potential Enlistees were not familiar with current benefits offered by the Guard or Reserve. More than half thought that an education benefit existed when in reality it did not exist. Most Potential Enlistees thought that the initial enlistment was less than six years, were unfamiliar with or overestimated pay level and did not know whether or not there was any enlistment bonus. However, for Potential Enlistees, knowledge of the benefits did not significantly impact on propensity to enlist except: (1) when the required length of initial enlistment was underestimated, Potential Enlistees were more favorable; and (2) when some Veterans underestimated the pay, they were more favorable. These results indicate that a strategy based on

communicating current levels of educational assistance, pay, bonus and length of enlistment to Potential Enlistees would have little or no impact on propensity to enlist.

Current Reservists were more familiar with benefits offered by the Guard or Reserve. They knew that no reenlistment bonus was being given. In both states with and without education benefits, there was a moderately high percentage of the Army National Guard sample who were correct in their beliefs about its existence. Also, for the Army National Guard sample, belief that there was an education benefit was associated with a greater propensity to extend enlistment. In those states offering education benefits, a strategy based on communicating these benefits would have a positive impact on the extension of enlistment for the Army National Guard. Because such benefits are currently offered in only a few states and the strategy would impact only on the Army National Guard, the strategy is of limited utility.

What Motivations, Attitudes, and Perceptions Could be Tapped to Encourage Enlistment and Extension of Enlistment?

To answer this question, four sets of variables were examined: (1) life goals; (2) reasons for enlisting/extending; (3) conditions perceived as potentially arising in or occurring because of Guard/Reserve participation; and (4) attitudes towards groups and organizations. These sets of variables were drawn from previous studies as well as from observations and informal reports about accession and retention problems.

Multivariate analyses of the responses to questions about these variables yielded three general conclusions: (1) there are several features of the Guard and Reserve that are strong motivators for Potential Enlistees and Current Reservists, i.e., they are perceived as important; (2) in many cases, the Guard and Reserve is not perceived as measuring up to what the Potential Enlistee or Current Reservist hopes to achieve; and (3) successful accession and retention strategies are dependent upon changes in Guard and Reserve practices as well as more effective communication of some of the features that currently exist in the Guard/Reserve.



A method was developed for using the motivational, perceptual, and attitudinal data to determine specific accession and retention strategies. The method involves identification of central concepts around which accession and/or retention strategies could be built. Each concept consists of two or more of the motivational, perceptual, and attitudinal variables included in the research. All strategies are based on variables that are most important to Potential Enlistees and/or Current Reservists and for which achievability in the Guard/Reserve relates highly to propensity to enlist/extend.

Potential strategies which should be considered on the basis of data collected during this study are summarized below.

Strategy 1 is called "Getting Ahead in the World" and is applicable to Potential Enlistees and Current Reservists. It was developed from responses to questions regarding life goals and reasons for joining the Guard/Reserve. Strategy 1 requires stressing that social and vocational self-actualization can be achieved in the Guard/Reserve. Vocational self-actualization is part of this strategy because Potential Enlistees and Current Reservists both rated the following as highly important to them:

- . Work that is challenging.
- . Participating in activities that are exciting and adventurous.
- . Being able to make my own decisions.

Social actualization is part of Strategy 1 because of the high ratings of importance given to:

- . Making good friends.
- . Being a member of a team.
- . Developing my potential.

While most Current Reservists already believe that friendships and good social contact can be found in the Guard/Reserve, Potential Enlistees are not certain. Utilization of this strategy requires developing a more effective way of communicating this idea to Potential Enlistees.

The desire to actualize one's vocational potential was reflected in the importance ratings of making decisions and participating in worthwhile activities. To influence retention of Current Reservists, training activities should be changed so that Current Reservists believe that Guard/Reserve activities are challenging and worthwhile.

Strategy 2 is called "Family Orientation" and is applicable to both Potential Enlistees and Current Reservists. It was developed from ratings of conditions that would occur while in or as a result of being in the Guard/Reserve. Strategy 2 requires stressing that time required by Guard/Reserve activities is time well spent. The focus on the family results from high likelihood ratings that Potential Enlistees and Current Reservists gave to the following:

- . Would take too much time away from your family.
- . Cause you problems with your job because of Guard/Reserve obligations.
- . Would take too much time away from your personal and social activities.

To influence accession and retention, implementation of Strategy 2 requires the restructuring of Guard/Reserve activities to allow some family participation and to compensate for loss of time with the family.

In addition, Current Reservists rated the following variables regarding waste of time as likely to occur:

- . Unit training assemblies would not prepare you to be combat ready.
- . Classes would be cancelled or scheduled at the last minute without much planning.
- . Summer training camp would not prepare you to be combat ready.
- . Would attend drills that are a waste of time.



To influence retention, implementation of Strategy 2 also requires the restructuring of Guard/Reserve activities to eliminate the perception of Guard/Reserve activities as a waste of time.

Strategy 3 is called "New Social Interactions" and is applicable to Potential Enlistees. It is based on attitudes toward organizations and groups. Strategy 3 stresses that new friendships, social interactions, and novel experiences are available in the Guard/Reserve. New friendships and novelty are included because of the relation between propensity and the following variables:

- . Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while.
- . The National Guard or Reserve is a place to meet good buddies and make lasting friendships.

Social interaction or gregariousness is evident in the following two variables which were related to propensity:

- . In my spare time, I prefer doing things with others, rather than being by myself.
- . I like to belong to organizations or groups which help me find more interesting things to do than being on my own.

Strategy 4 is called "Pride" and is applicable to Current Reservists. This strategy is also based on attitudes toward organizations and groups. It emphasizes pride in the Guard/Reserve as well as opportunities for unique community activity which also may be a source of pride. Strategy 4

is based on the relation between propensity and the following:

- . I am proud to be a member of the Reserve/Guard.
- . Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while.
- . I like to become involved in projects in my community.

Implementation of this strategy requires the emphasis of Guard/Reserve activities seen as important by the community and the positive feedback from the community concerning these activities. This strategy requires community oriented activity changes within the Guard/Reserve. It also requires effective public relations activities within the community.

Not all of these strategies may be of equal utility. Based on speculation about changes that might be required, they can be roughly ordered into the following hierarchy of usefulness.

- . Pride (Retention).
- . New Social Interactions (Accession).
- . Getting Ahead in the World (Accession and Retention).
- . Family Orientation (Accession and Retention).

The strategies presented here are based on those variables studied. These variables cover most of the significant life goals, reasons for joining, concerns about conditions in the Guard/Reserve, and attitudes toward organizations and groups.

#### Which People Play an Influential Role in Encouraging Enlistment and Extension of Enlistment?

For both Potential Enlistees and Current Reservists, the major source of encouragement for joining or remaining in the Guard/Reserve was provided by individuals currently in the Guard or Reserve. Thus, word of mouth from current Guardsmen/Reservists both to other Guardsmen/Reservists and to individuals not in the service seems to be operating as a positive influence



on enlistment and extension of enlistment. This suggests that the Guardsmen or Reservists may be extremely useful in disseminating information about the Guard/Reserve.

Wives/girlfriends were observed as being the most negative toward enlisting/extending enlistment for both Potential Enlistees and Current Reservists of the potential influencers studied.

For both Potential Enlistees and Current Reservists, employers and parents were identified as the least frequently consulted regarding Guard/Reserve participation. Neither employers nor parents seemed to be important sources of encouragement or discouragement for joining or remaining in the Guard/Reserve.

No data were collected on the influence of recruiters/counselors. However, Potential Enlistees talked with a recruiter/counselor about potential enlistment more often than with anyone else and Current Reservists talked with counselors as often as with other Reservists and more frequently than with any other potential influencers. From these data, it can be concluded that the recruiter and career counselor can play an important role in accession/retention.

Non-Prior Service respondents who had consulted with recruiters had a relatively more stable employment history. This suggests that individuals who are more stable members of the work force tend to be more likely to consult with recruiters and that for these people full-time work is not perceived as incompatible with part-time service in the Guard/Reserve.

What Aspects of Current Reserve Training-Related Activities Should be Emphasized? Which Should be Played Down? And, Which Should be Changed?

Costs directly related to training activities are not a barrier to extension of enlistment by Current Reservists. However, the amount of pay lost over a period of one year as a result of attending drills had a low but significant negative correlation with the extension of enlistment propensity. Pay lost also negatively correlated with satisfaction with the Guard/Reserve.



Awareness of the location and availability of a training center is not a barrier to enlistment of Potential Enlistees. Likewise, travel time to a training center is not a barrier to extension of enlistment by Current Reservists.

Satisfaction with time in service is highly correlated with propensity to enlist among Veterans and with extension of enlistment propensity among Current Reservists. Satisfaction with time in service is also correlated with satisfaction with one's job specialty. These correlations suggest that the type, content and outcomes of one's job in the Guard/Reserve play a central role in enlistment/extension of enlistment. This conclusion also coincides with the stress placed upon vocational self-actualization in Strategy 1 and not wasting time in Strategy 2 discussed previously. In fact, it is possible that while benefits such as increased educational assistance or a reenlistment bonus may be valuable, general satisfaction with one's work role in the Guard/Reserve may be necessary in order for monetary benefits, such as those tested in this study, to materially affect retention.

Less than half of the Current Reservists reported that the benefits offered by the Guard/Reserve had been explained to them. There is a low but statistically significant relation between benefits explained and extension of enlistment propensity. These data indicate that whatever benefits are offered should be explained in detail to both Potential Enlistees and Current Reservists.

Over 75% of the Current Reservists knew that 20 years of service in the Guard/Reserve was required to receive retirement benefits. These data indicate that interest in the retirement benefit is high and that the retirement benefit had been explained to Current Reservists or that Current Reservists had sought clarification from some source on the benefit.



What Types of Persons Will Enlist and Extend Enlistment?

Potential Enlistees who have a positive propensity to enlist are more likely to have less than a college education, be younger, be unmarried, have less stable employment histories, have lower economic indices, and be planning to attend or attending school. The characteristics of Potential Enlistees who have a high propensity at each level of each benefit tested in this study varied slightly from this profile. For the Non-Prior Service men, the higher levels of the education benefit tended to attract more well educated men and a larger percentage of men with high socio-economic indices. For the Veterans, the pay and education benefits attracted a larger percentage of better educated men and the bonus benefit attracted a larger percentage of married men.

Current Reservists who have a positive propensity to extend their enlistment are more likely to have less than a college education, be younger, have less stable employment histories, have lower socio-economic indices, and be planning to attend school. Army National Guardsmen are more likely to be married while Other Reserve Components members are more likely to be unmarried. The characteristics of Current Reservists who have a high propensity to extend their enlistment at each level of each benefit tested in this study varied slightly from this profile. For the Army National Guardsmen, all levels of the education benefit attracted a larger percentage of unmarried men and the higher levels of the education benefit attracted a larger percentage of well educated men. The pay and bonus benefits attracted a larger percentage of men with no school commitment. For the Other Reserve Components members, the education benefit attracted a larger percentage of better educated men and a larger percentage of men who were already attending school.

The preceding paragraphs indicated how the benefits changed the demographic composition of the men with positive propensity to enlist/extend. In all cases, the benefits increased the percentage of men with the demographic characteristics noted. In only four cases did the benefits result in the men with these characteristics becoming predominant. In the cases of the pay benefit for the Veterans and the education benefit for the Other Reserve Components members, the better educated men become the majority and the less educated men become a minority at the higher levels of the benefits. The cash bonus benefit for the Veterans resulted in married men becoming predominant and the education benefit for the ARNG members resulted in unmarried men becoming predominant.

#### Conclusions

1. Among Potential Enlistees, the Non-Prior Service men have a higher propensity to enlist than do the Veterans. Therefore, accession strategies are more likely to be successful for Non-Prior Service men.  
  
To maximize the positive propensity for the Veterans, a strong recruiting effort should be made by the Reserve components representing the prior service branches of the Veterans. Even under these conditions, the propensity of Veterans to enlist in their prior service branches is not as high as the propensity of the Non-Prior Service men to enlist in the Guard/Reserve in general.
2. Among Current Reservists, the Army National Guard and Other Reserve Components members are equally favorable toward extension of enlistment.
3. Of the benefits examined in this study, the education benefit and the bonus benefit are most cost effective for both Potential Enlistees and Current Reservists. However, for Current Reservists, while benefits such as increased educational assistance and cash bonus are valuable incentives, general satisfaction with one's specialty in the Guard/Reserve may be necessary in order for monetary benefits to significantly affect retention.



4. Potential Enlistees are not familiar with current benefits now offered by the Guard or Reserve. One valuable recruitment strategy would be to explain in detail the currently available benefits (e.g., retirement benefits) to Potential Enlistees.
5. Accession strategies based on the concepts of: (1) social and vocational self-actualization; (2) family involvement in the Guard/Reserve; and (3) opportunities for new friendships and novel experiences promise to be most effective.
6. Retention strategies based on the concepts of: (1) social and vocational self-actualization; (2) family involvement in the Guard/Reserve and the value of Guard/Reserve activities; and (3) pride in the Guard/Reserve promise to be most effective.
7. Money and a comfortable life are not perceived as likely to be achieved in the Guard/Reserve. Therefore, it would not be advisable to design accession or retention strategies around the opportunities in the Guard/Reserve to meet these life goals unless Potential Enlistees' and Current Reservists' beliefs about their achievability could be dramatically changed.
8. Recruiters/career counselors are most frequently consulted regarding enlistment/extension of enlistment (other than other Guardsmen/Reservists for the Current Reservists sample). Any enhancement of their capabilities might be very cost effective.
9. For both Potential Enlistees and Current Reservists, the major source of encouragement for enlisting/extending enlistment was provided by individuals currently in the Guard or Reserve. This suggests that DoD might consider strategies that capitalize on this resource.

10. Wives/girlfriends are the most frequent negative influencers. The accession/retention strategies designed around family involvement should concentrate on persuading wives and girlfriends that Guard/Reserve participation is positive.
11. Since Potential Enlistees and Current Reservists infrequently consult parents and employers about enlistment/extension of enlistment, the magnitude of recruitment efforts directed toward employers or parents should be reconsidered. However, since pay lost due to Guard/Reserve activities is somewhat negatively correlated with satisfaction in the Guard/Reserve, efforts oriented toward employers should be focused on facilitating Guard/Reserve participation.



## 1.0 INTRODUCTION

### 1.1 Purpose

The purpose of this study was to systematically examine the key issues related to accession and retention of enlisted personnel in the National Guard and Reserve forces in search of recommendations and directional hypotheses for improving accession and retention.

### 1.2 Background

This study was undertaken to provide critical information on the variables relating to the propensity to enlist or to extend enlistment in the National Guard and Reserve forces by both persons with and without prior service. The information was required because of the critical role of the National Guard and Reserve forces in the Total Force Concept of an All Volunteer Military Service. At the time this study was initiated, a decided change was occurring in the strength of the National Guard and Reserve forces. This change was related to the shift to an All Volunteer Military status. When the pressure of the draft terminated, a powerful incentive to enlist in the National Guard and Reserve forces was eliminated and a shortage in Selected Reserve strength resulted, particularly in the Army National Guard and the Army Reserve.

This study was not the first to inquire into motivation to enlist or to extend enlistment in the National Guard or Reserve forces. Prior studies had provided some idea of variables that might affect accession and retention. These variables included educational and monetary benefits, length of enlistment period, awareness of benefits, sources of influence, quality of training, conflict with job and family obligations, basic values or life goals, social motivations such as community activity, and personal restrictions such as hair regulations. They had been cited frequently enough to be considered legitimate variables for more intensive and systematic investigation which was the purpose of this study.

### 1.3 Research Approach

This study was designed to examine problems associated with attracting new personnel and retaining current personnel in the National Guard and Reserve forces. Specifically, the study was designed to:

- . Examine the propensity to enlist or extend enlistment<sup>1)</sup> among Potential Enlistees and Current Reservists.
- . Determine the impact of various benefits on propensity to enlist or extend enlistment by Potential Enlistees and Current Reservists.
- . Determine the impact of attitudes toward, perceptions of, and motivations about the National Guard and Reserve forces on propensity to enlist or extend enlistment.

Data were collected from:

- . Potential Enlistees:
  - .. Non-Prior Service males
  - .. Veterans
- . Current members of the Selected Reserve in the:
  - .. Army National Guard
  - .. Army Reserve
  - .. Air National Guard
  - .. Air Force Reserve
  - .. Navy Reserve
  - .. Marine Corps Reserve

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1) This term includes both extension of enlistment and reenlistment.



The key variables analyzed were:

- . Various demographics
- . Perceptions of benefits and potential changes in benefits for participation in the National Guard and Reserve forces
- . Several sets of attitudinal, perceptual, and motivational variables predominantly derived from prior studies, including:
  - .. Life goals
  - .. Reasons for joining
  - .. Expectations about various conditions occurring while in the Guard/Reserve or as a result of being in the Guard/Reserve
  - .. Attitudes toward organizations and groups
  - .. Contact with and effect of influencers
  - .. Influence of military expectations, perceptions, and experiences.

To execute this study, extensive telephone interviews were held with a randomly selected sample of Non-Prior Service personnel, Veterans, and current members of the National Guard and Reserve forces.

#### 1.4 Overview of Study Documentation

The results are presented in four volumes. Volume I, which is this volume, includes the Executive Summary; Section 1.0 Introduction; Section 2.0 Methodology; and Section 3.0 Results.

Volume II includes the technical details of the methodology and supporting and supplementary statistical analyses referenced in Volume I.

Volume III includes copies of the survey questionnaires; analysis of the responses to each question broken out by positive and negative propensity groups within the Non-Prior Service sample, Veterans sample, Army National Guard sample, and Other Reserve Components sample; and a key to the tables.

Volume IV includes cross-tabulations of each question by sample.

## 2.0 METHODOLOGY

### 2.1 The Sample

Four discrete samples were included in the study:

- . Sample A -- Non-Prior Service (NPS) males, 17½ to 26 years of age, non-college graduates.
- . Sample B -- Males with prior active duty service of at least two years (Veterans) having time remaining under their initial six-year obligation and not currently in paid drill status.
- . Sample C -- Males in the Army National Guard (ARNG) in their 4th, 5th, or 6th year of initial enlistment and in paid drill status.
- . Sample D -- Other Reserve Components (ORC). Males in their 4th, 5th, or 6th year of initial enlistment and in paid drill status in one of the following components: Air National Guard (ANG), Army Reserve (USAR), Navy Reserve (USNR), Marine Corps Reserve (USMCR), and Air Force Reserve (USAFR).

A total of 6,965 telephone interviews was completed. Table 2-1 shows how these interviews were distributed across the four samples. Each sample size was large enough to allow statistically valid investigation of the relation between key variables and propensity to enlist or to extend enlistment.

Also indicated in Table 2-1 is the actual number of names originally provided by DoD for each sample. The additional names, over and above the number to be interviewed, allowed for men who could not be located or who refused to participate.



TABLE 2-1. DISTRIBUTION OF INTERVIEWS BY SAMPLE

SAMPLE	Number of Interviews to be Completed	Number of Names Provided	Number of Completed Interviews	Number of Interviews Analyzed <sup>2)</sup>
A. Non-Prior Service	2,000	1)	2,003	1,904
B. Veterans	1,000	6,146	1,001	980
C. Army National Guard	2,000	6,040	1,989	1,935
D. Other Reserve Components				
D1. Air National Guard	400	1,658	384	369
D2. Army Reserve	400	2,008	400	396
D3. Navy Reserve	400	1,600	393	386
D4. Marine Corps Reserve	400	1,600	397	393
D5. Air Force Reserve	400	2,068	398	385
TOTAL	7,000	21,120	6,965	6,748

- 1) Respondents for this sample were generated randomly on the basis of the telephone numbers of the respondents in Samples C and D.
- 2) Before analyzing the data, two data cleaning procedures were utilized to detect subjects whose responses were so grossly unstable or inconsistent that they had to be dropped. A complete explanation of these procedures is provided in Volume II, Section 3.

The interviews were conducted from the third week of April 1977 to the third week of July 1977. To insure that variance in responses between samples was not attributable to timing of the interviews, the interviewing of all four samples was initiated within a two-week period in April, and was completed during a two-week period in July. Thus, all samples were being interviewed simultaneously rather than successively.

## 2.2 Sample Design

The sample design was complex. For this reason, only an overview of the design is presented here. A complete, technical description is available in Volume II, Section 1.0.

During the first stage of the sampling procedure, the DoD components randomly selected samples from their respective populations. Thus, the Army National Guard, Army Reserve, Air Force Reserve, Air National Guard, Navy Reserve, and Marine Corps Reserve drew Samples C and D. Defense Manpower Data Center (DMDC) drew Sample B, the Veterans sample, by zip code in proportion to the geographic dispersion of five digit zip codes for the Army Reservists. The Army Reserve was used as the basis for selection because it had the broadest geographic dispersion of drill units among the Reserve components, and it maintains zip code information based on a member's residence. Implicit in this approach was the value of contacting Veterans who would live in proximity to National Guard and Reserve training centers. Samples B, C, and D, as provided by DoD, contained more names than the number of interviews required for the study. This allowed for names that might be unusable or unreachable.

In the second stage of the sampling procedure, the required number of names for each sample was drawn from the total list supplied by DMDC and each Reserve and Guard component. To accomplish this, an interpenetrating block design, based on a zone system, was developed to insure maintenance of the desired geographic representation. Samples B, C, D1, D2, D3, D4, and D5



were developed separately using the interpenetrating block design. Sample A (Non-Prior Service) was drawn from the total U.S. population of males between the ages of 17½ and 26 who had not graduated from college. To maintain geographic representation and to insure comparability on other pertinent characteristics, such as socio-economic status and proximity to National Guard and Reserve training centers, Sample A was developed from the telephone numbers for Samples C and D. A method of randomizing the last two digits of Samples C and D telephone numbers was developed. Since Sample A was based on Samples C and D, the interpenetrating block design and zone system were automatically incorporated in the sample design.

At the end of the second stage of the sampling procedure, each of the required eight samples and backups for each number in each sample had been chosen.

### 2.3 Questionnaire Design

The questionnaire was developed to conform to two sets of requirements. First, for financial and methodological reasons, it was necessary that the interview not exceed 30 minutes. Prior experience indicated that a respondent's tolerance does not exceed 30 minutes; bad data and terminations are likely to result with longer questionnaires. Secondly, prior research, as well as less formal observations and reports, suggested key issues that potentially relate to accession and retention in the National Guard and Reserve.

The variability in the background and experience of the men in the eight samples resulted in a need to ask several different questions of each sample. Consequently, eight basic versions of the questionnaire were developed. Each of the individual questionnaire versions was designed for the particular sample using language and terminology appropriate to that sample. Also, certain topic areas (for example, military background and experience) were appropriate only to specific samples.

In addition, there were variations of each of the eight questionnaires in order to rotate benefit questions and the initial propensity question for Samples A and B. One of the questionnaires is included in Appendix A of this volume. All versions of the questionnaire are contained in Volume III of this report.

#### 2.4 Interviewing Procedure

Several weeks prior to beginning the interviewing, letters were sent by DoD to all respondents chosen in Samples B, C, and D, informing them of their potential participation, the purpose of the study, and the voluntary nature of the participation requested.

The interviewing was performed by Valley Forge Information Service (VFIS), under subcontract to Associates for Research in Behavior, Inc. A detailed explanation of the interviewing procedure is presented in Volume II, Section 2.0.

During the interview, special attention was given to tracking each person who could not be located at a particular telephone number before using a backup name. As many as ten callbacks were made in some instances. Callback times were adjusted to obtain a maximum number of fruitful contacts. These adjustment procedures resulted in methodological information useful in future studies. A detailed explanation of the callback procedures is presented in Volume II, Section 2.0. An analysis of the effect of callback procedures is presented in Volume II, Section 7.0. A detailed call record was kept of every telephone call to allow Associates to calculate precise completion rates and to determine the potential bias due to unreachable respondents.

The completion rates were:

. Sample A -- Non-Prior Service	77.2%
. Sample B -- Veterans	72.3%
. Sample C -- Army National Guard	71.3%
. Sample D -- Other Reserve Components	62.2%



The poor quality of the lists provided by DoD components and DMDC probably accounts for the generally lower completion rates in Samples B, C, and D. The formula for determining completion rates is strongly affected by numbers for which there was no answer, the number was busy, or the respondent was not at home. A detailed analysis of the completion rates by sample is presented in Volume II, Section 7.0. An explanation of how the questionnaires were edited, coded, and checked for consistency is presented in Volume II, Section 3.0.

An examination of the final sample showed it to be representative of the population from which it was drawn. This analysis is presented in Volume II, Section 5.0.

### 3.0 RESULTS

#### 3.1 Introduction

This section concentrates on identifying factors which enhance the propensity of enlistment by Potential Enlistees and the extension of enlistment by Current Reservists.

Section 3.2 presents data on the propensity of Potential Enlistees to enlist and Current Reservists to extend enlistment<sup>1)</sup> and the types of persons that could be expected to enlist/extend enlistment.

Section 3.3 presents the effects of three possible benefits -- education assistance, enlistment bonus, pay increase -- and one change in condition of service -- decrease in length of enlistment -- on propensity to enlist for Potential Enlistees, and the effects of the three benefits on propensity to extend enlistment for Current Reservists.

Section 3.4 presents data on the effect of several sets of attitudinal, perceptual, and motivational variables -- life goals, reasons for joining the Guard/Reserve, likelihood of various conditions occurring in the Guard/Reserve or as a result of being in the Guard/Reserve, attitudes toward organizations and groups, contact with and the effect of influencers, and the influence of military expectations, perceptions, and experiences -- on propensity to enlist for Potential Enlistees and propensity to extend enlistment for Current Reservists.

Section 3.5 presents a method for systematically integrating the perceptual, attitudinal, and motivational variables into strategies for accession and retention and presents four potential strategies based on the data collected in this study.

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1) Data were also collected on propensity to enlist/extend enlistment under hypothetical scenarios dealing with reinstatement of the draft, possibility of war, and actual war. These data are presented in Volume II.



### 3.2 Propensity to Enlist or to Extend Enlistment

#### 3.2.1 Introduction and Definitions

Propensity to enlist/extend enlistment was measured several times: early in the interview; with each level of each benefit; and near the end of the interview. The response to the initial propensity question was treated as a reasonably unbiased estimate of the respondent's feelings toward service in the National Guard and Reserve. The measure taken after each benefit was reflective of the potential effect of that particular benefit. The measure at the end of the interview was an attempt to assess the overall impact of the type of information conveyed by the questionnaire.<sup>1)</sup>

#### Initial Propensity Measure

Potential Enlistees (NPS and Veterans) were asked about their propensity to enlist in each of the seven National Guard and Reserve components. The highest of the seven propensity measures was utilized as the initial propensity for Potential Enlistees.

Current Reservists (ARNG and ORC) were asked about their propensity to extend enlistment in the National Guard and Reserve in general. This single measure of propensity was utilized as the initial propensity measure for Current Reservists.

#### Additional Propensity Information

Two additional pieces of data were obtained from the Current Reservists:

- . Length of time they would extend their current enlistment.
- . Total number of years the respondents expected to stay in the National Guard or Reserve forces.

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<sup>1)</sup> The impact of the questionnaire data is presented in Volume II.

### Propensity Measure Scale

The measure of propensity to enlist or extend enlistment had five response categories. The top three categories were designated as favorable or positive; the bottom two were designated as unfavorable or negative. In the analysis of propensity data, each propensity category was assigned the following value:

- |                                  |                     |
|----------------------------------|---------------------|
| 1 = Definitely enlist/extend     | Positive Propensity |
| 2 = Probably enlist/extend       |                     |
| 3 = Might enlist/extend          |                     |
|                                  |                     |
| 4 = Probably not enlist/extend   | Negative Propensity |
| 5 = Definitely not enlist/extend |                     |

The data presented in this section are based on the analysis of these values.

#### 3.2.2 Propensity for Accession of Potential Enlistees

This section presents the propensity for accession data for the Non-Prior Service and Veterans samples.

##### Propensity to Enlist of Non-Prior Service Sample

The propensity scores for the NPS sample are shown in Table 3-1. About 64% of the sample had a negative propensity to enlist and about 36% had a positive propensity to enlist. Table 3-2 shows the propensity of the NPS sample to enlist in each National Guard and Reserve component. Analysis of the data in Table 3-2<sup>1)</sup> indicated that the Army Reserve and the Marine

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<sup>1)</sup> All statistical tests are reported in Volume II. In all analyses, a .01 level of significance was used.



TABLE 3-1. PROPENSITY TO ENLIST FOR THE NON-PRIOR SERVICE SAMPLE

PROPENSITY	n	%
Sample <sup>1)</sup>	1,897	100.0
Definitely enlist	56	3.0
Probably enlist	254	13.4
Might enlist	380	20.0
Probably not enlist	533	28.1
Definitely not enlist	674	35.5
Mean <sup>2)</sup>	3.799	
Standard error	0.026	
Standard deviation	3.148	

TABLE 3-2. PROPENSITY TO ENLIST IN EACH NATIONAL GUARD AND RESERVE COMPONENT FOR THE NON-PRIOR SERVICE SAMPLE

COMPONENT	Percent Positive	Mean Propensity <sup>2)</sup>
Air Force Reserve	18.9	4.21
Air National Guard	17.7	4.24
Army National Guard	16.9	4.25
Navy Reserve	16.8	4.27
Coast Guard Reserve	15.0	4.30
Army Reserve	14.5	4.32
Marine Corps Reserve	11.9	4.39

1) Respondents with undetermined responses are not included.

2) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Might enlist  
 4 = Probably not enlist  
 5 = Definitely not enlist

Corps Reserve were significantly less preferred than the other Guard and Reserve components.

#### Propensity to Enlist of the Veterans Sample

The propensities for the Veterans sample are shown in Table 3-3. More than 75% of the Veterans had a negative propensity and less than 25% had a positive propensity. More than 50% said they would "definitely not enlist."

Table 3-4 shows the propensity scores of the Veterans sample for each of the components of the National Guard and Reserve. As with the NPS sample, the Veterans had the highest propensity to enlist in the Air Force Reserve. Analysis of the data showed that the Coast Guard Reserve and Marine Corps Reserve were significantly less preferred than the other Guard and Reserve components.

Examination of the preferences of the Veterans sample for each component indicated that the Veterans preferred the branch of service in which they had previously served. For example, the ex-Navy men preferred the Navy Reserve and the ex-Air Force men expressed the highest propensity for either the Air National Guard or the Air Force Reserve. These data suggest that in recruiting Veterans, the service with the greatest chance for success would be the one in which they had served previously.

#### 3.2.3 Propensity to Extend Enlistment of Current Reservists

This section presents the propensity for extension of enlistment data for the Army National Guard and Other Reserve Components samples.



TABLE 3-3. PROPENSITY TO ENLIST FOR THE VETERANS SAMPLE

PROPENSITY	n	%
Sample <sup>1)</sup>	980	100.0
Definitely enlist	18	1.8
Probably enlist	74	7.6
Might enlist	131	13.4
Probably not enlist	217	22.1
Definitely not enlist	540	55.1
Mean <sup>2)</sup>	4.211	
Standard Error	0.034	
Standard Deviation	1.053	

TABLE 3-4. PROPENSITY TO ENLIST IN EACH NATIONAL GUARD AND RESERVE COMPONENT FOR THE VETERANS SAMPLE

COMPONENT	Percent Favorable	Mean Propensity <sup>2)</sup>
Air Force Reserve	8.3	4.57
Air National Guard	8.6	4.58
Army Reserve	8.2	4.59
Army National Guard	7.9	4.61
Navy Reserve	6.7	4.64
Coast Guard Reserve	5.3	4.68
Marine Corps Reserve	3.2	4.77

1) Respondents with undetermined responses are not included.

2) 1 = Definitely enlist  
 2 = Probably enlist  
 3 = Might enlist  
 4 = Probably not enlist  
 5 = Definitely not enlist

#### Propensity to Extend Enlistment of Army National Guard Sample

Table 3-5 shows the propensity of the ARNG sample to extend their enlistment. About 43% had a positive propensity to extend their enlistment.

Table 3-6 shows the intended length of the next extension. These data were collected for only those respondents who had a positive propensity, i.e., answered that they "might extend", "probably extend", or "definitely extend" their enlistment. Of those who had a positive propensity, about 75% would choose a one-year extension. This, however, is not indicative of their intended length of stay in the Guard. Table 3-7 shows the distribution of years the ARNG respondents expected to stay in the Guard. A substantial number of ARNG respondents reported that they intended to stay for 16 years or more. The length of extension and length of stay data are not conflicting. Many ARNG respondents have made a long-term commitment to the National Guard but have retained their option to annually reevaluate their commitment.

#### Propensity to Extend Enlistment of Other Reserve Components Sample

The data on propensity to extend enlistment for the ORC sample are shown in Table 3-8. The data show that about 43% had a positive propensity toward extension of enlistment, and about 11% claimed they will definitely extend their enlistment. Of those who had a positive propensity, the most frequently reported length of extension was one year. These data appear in Table 3-9. The total number of years the ORC sample expected to stay in the National Guard or Reserve is shown in Table 3-10. The most frequent response of those with a favorable propensity was 16 to 20 years. As with the ARNG sample, many of the ORC respondents who planned to stay in the Reserve/Guard for a number of years would extend their enlistments in one year increments.

The ORC sample was composed of five different Reserve components. There was no significant difference in propensity to extend enlistment among the components of the ORC sample.



TABLE 3-5. PROPENSITY TO EXTEND ENLISTMENT FOR THE ARMY NATIONAL  
GUARD SAMPLE

PROPENSITY	n	%
Sample	1,926 <sup>1)</sup>	100.0 <sup>2)</sup>
Definitely extend	196	10.2
Probably extend	273	14.2
Might extend	365	19.0
Probably not extend	401	20.8
Definitely not extend	691	35.9
Mean <sup>3)</sup>	3.625	
Standard Error	0.031	
Standard Deviation	1.362	

1) Respondents with undetermined responses are not included.

2) Percentages may not add to 100.0 due to rounding.

3) 1 = Definitely extend  
2 = Probably extend  
3 = Might extend  
4 = Probably not extend  
5 = Definitely not extend

TABLE 3-6. INTENDED LENGTH OF EXTENSION OF ENLISTMENT FOR ARMY NATIONAL GUARD SAMPLE

LENGTH	n	%
Sample	1,880 <sup>1)</sup>	100.0 <sup>2)</sup>
0 years (would not extend)	1,101	58.6
1 year	584	31.1
2 years	99	5.3
3 years	31	1.6
4 years	5	0.3
5 years	3	0.2
6 years	12	0.6
More than 6 years	45	2.4

TABLE 3-7. DISTRIBUTION OF TOTAL NUMBER OF YEARS ARMY NATIONAL GUARD RESPONDENTS EXPECTED TO STAY IN THE GUARD

TOTAL NUMBER OF YEARS	n	%
Sample	1,680 <sup>1)</sup>	100.0 <sup>2)</sup>
0 years (would not extend)	1,101	65.5
1 - 6 years	110	6.5
7 - 10 years	105	6.3
11 - 15 years	13	0.8
16 - 20 years	279	16.6
21 or more years	72	4.3

1) Respondents with undetermined responses are not included.

2) Percentages may not add to 100.0 due to rounding.



TABLE 3-8. PROPENSITY TO EXTEND ENLISTMENT FOR THE OTHER RESERVE COMPONENTS SAMPLE

PROPENSITY	n	%
Sample	1,923 <sup>1)</sup>	100.0 <sup>2)</sup>
Definitely extend	204	10.6
Probably extend	269	14.0
Might extend	344	17.9
Probably not extend	334	17.4
Definitely not extend	772	40.1
Mean <sup>3)</sup>	3.625	
Standard Error	0.032	
Standard Deviation	1.398	

1) Respondents with undetermined responses are not included.

2) Percentages may not add to 100.0 due to rounding.

3)  
1 = Definitely extend  
2 = Probably extend  
3 = Might extend  
4 = Probably not extend  
5 = Definitely not extend

TABLE 3-9. INTENDED LENGTH OF EXTENSION OF ENLISTMENT FOR OTHER RESERVE COMPONENTS SAMPLE

LENGTH	n	%
Sample	1,855 <sup>1)</sup>	100.0 <sup>2)</sup>
0 years (would not extend)	1,112	59.9
1 year	355	19.1
2 years	177	9.5
3 years	106	5.7
4 years	23	1.2
5 years	1	0.1
6 years	39	2.1
More than 6 years	42	2.3

TABLE 3-10. DISTRIBUTION OF TOTAL NUMBER OF YEARS OTHER RESERVE COMPONENTS RESPONDENTS EXPECTED TO STAY IN GUARD/RESERVE

TOTAL NUMBER OF YEARS	n	%
Sample	1,726 <sup>1)</sup>	100.0 <sup>2)</sup>
0 years	1,113	64.5
1 - 6 years	163	9.4
7 - 10 years	91	5.3
11 - 15 years	18	1.0
16 - 20 years	280	16.2
More than 20 years	61	3.5

1) Respondents with undetermined responses are not included.

2) Percentages may not add to 100.0 due to rounding.



#### 3.2.4 Comparison of Samples on Propensity to Enlist/Extend Enlistment

With respect to accession, the NPS sample has a significantly higher propensity to enlist than does the Veterans sample.

With respect to retention, there is no significant difference between the ORC and the ARNG samples in their propensity to extend their enlistment.

As might be expected, the propensity to extend enlistment of the ORC and ARNG samples is significantly greater than the propensity to enlist of the NPS and Veterans samples. These data indicate that it is easier to retain a person than it is to recruit a new one.

#### 3.2.5 Demographic Characteristics by Enlistment/Extension of Enlistment Propensity

The prior section described the level of propensity to enlist among Non-Prior Service males and Veterans, and to extend enlistment among Army National Guard members and Other Reserve Components members. But, who are the men who are prone to enlist or extend their enlistment? Several demographic categories were used to describe the men with positive propensities. These categories are shown in Table 3-11. Table 3-11 also defines the levels of each category for each of the four samples. The levels represent natural breaks in the data or distinctions which, in the past, have been related to accession and retention. (See Volume II for a detailed explanation of these breakpoints.)

Table 3-12 shows the number and percent of Non-Prior Service men, Veterans, Army National Guard members, and Other Reserve Components members with positive initial enlistment or extension of enlistment propensities in each level of each demographic category. The basic profile that emerged was almost the same for the four samples. For Non-Prior Service men, Veterans, Army National Guard members, and Other Reserve Components members, the greater percentage of men with a positive propensity to enlist or extend

TABLE 3-11. DESCRIPTION OF THE LEVELS OF THE DEMOGRAPHIC CATEGORIES

CATEGORY	Non-Prior Service	Veterans	Army National Guard	Other Reserve Components
<u>Education:</u>				
High school	High school, vocational school or less	High school, vocational school or less	High school, vocational school or less	High school, vocational school or less
College	Some college (not college graduate)	One or more years of college	One or more years of college	One or more years of college
<u>Age:</u>				
Younger	17½ - 20	24 or younger	21 - 24	21 - 24
Older	21 - 26	25 or older	25 - 40	25 - 40
<u>Marital Status:</u>				
Married	Married	Married	Married	Married
Not married	Single, widowed, divorced or separated	Single, widowed, divorced or separated	Single, widowed, divorced or separated	Single, widowed, divorced or separated
<u>Employment Index:</u> <sup>1)</sup>				
Low employment index	7 or lower	9 or lower	28 or lower	24 or lower
High employment index	8 or higher	10 or higher	29 or higher	25 or higher
<u>Socio-Economic Index:</u> <sup>2)</sup>				
Low socio-economic index	Group IV or lower	Group IV or lower	Group IV or lower	Group IV or lower
High socio-economic index	Group III or higher	Group III or higher	Group III or higher	Group III or higher
<u>School Commitment:</u>				
No school commitment	Neither attending nor planning to attend	Neither attending nor planning to attend	Neither attending nor planning to attend	Neither attending nor planning to attend
Planning to attend school	Planning to attend within next year (not currently attending)	Planning to attend within next year (not currently attending)	Planning to attend within next year (not currently attending)	Planning to attend within next year (not currently attending)
Attending school	Currently attending	Currently attending	Currently attending	Currently attending

1) The Employment Index is an index of employment stability. It is a multiplicative index based on occupation, length of time on present job, and whether the job is full time or part time. Weights were assigned to these three variables as follows. Occupation was assigned a value from 1 - 10 based on standard Bureau of Census employment categories. If the respondent was at his present job more than six years, he was assigned a weight of 8; if he was at his present job less than six months, he was assigned a weight of 1. If the job was a full-time job and the respondent also held a part-time job, he was assigned a weight of 3; if he held only a part-time job, he was assigned a weight of 1; if he was not employed, he was assigned a weight of 0.

2) The Socio-Economic Index was computed using Hollingshead's procedure. Each respondent was assigned a value for his occupation and level of education. Occupation and education values ranged between 1 - 7. The assigned occupational value was weighted by 7 and the assigned educational value was weighted by 4. The weighted values were multiplied to obtain the index. The value of the index was used to assign each respondent to one of five ordered groups. The groups ranged from Group I - the highest socio-economic group, to Group V - the lowest socio-economic group.



TABLE 3-12. DESCRIPTION OF RESPONDENTS WITH POSITIVE PROPENSITY BY SAMPLE

CATEGORY	Non-Prior Service		Veterans		Army National Guard		Other Reserve Components	
	n	%	n	%	n	%	n	%
High school	516	41.4	124	25.6	485	49.8	330	44.7
College	174	26.5	99	20.0	347	36.2	487	41.0
Younger	479	47.3	170	26.0	455	48.4	448	45.9
Older	211	23.7	52	16.0	377	38.0	369	38.8
Married	106	22.4	108	20.5	620	43.8	526	41.5
Not married	584	40.9	115	25.4	214	41.3	291	44.2
Low employment index	420	44.2	139	29.0	453	46.1	477	47.5
High employment index	270	28.3	84	16.8	381	40.0	340	36.8
Low socio-economic index	446	37.2	152	25.7	498	48.6	456	45.2
High socio-economic index	149	29.2	48	15.7	300	36.2	321	38.0
No school commitment	214	29.1	43	15.3	508	40.9	303	34.3
Planning to attend school	203	40.7	81	26.6	225	48.9	285	51.7
Attending school	270	40.8	96	24.9	92	41.8	219	46.1

enlistment:

- . Had some high school education, had graduated from high school, or had some post high school vocational school training.
- . Were younger.
- . Were unmarried (except for Army National Guard members).
- . Had a lower employment index.
- . Had a lower socio-economic index.

The one difference among the samples occurred with the school commitment category. Non-Prior Service men and Veterans who were planning to attend school or were attending school had a higher propensity to enlist while only those Army National Guard members and Other Reserve Components members who were planning to attend school had a higher propensity to extend their enlistment.

### 3.3 The Effect of Various Benefits on Propensity to Enlist or Extend Enlistment

#### 3.3.1 Introduction and Definitions

One of the major purposes of the study was to assess the impact of four types of benefits that could be offered to encourage enlistment or extension of enlistment. Three were quasi-financial or financial in nature. The fourth was an alteration in one of the conditions of service. All four will be referred to as benefits for the purposes of discussion. Each of the benefits and their levels are shown on the next page. In addition to the hypothetical levels of the four benefits, the current level of each benefit was also presented to each respondent. For example, for the bonus benefit, a \$0 bonus level was presented and for the pay benefit, a 0% increase level was presented. For the length of enlistment/extension of enlistment benefit, a six-year length was presented. These were referred to as the current or the 0 benefit levels.



Benefit 1 -- Financial Assistance for Education:

- . Level 1: 25% of the cost of post high school training  
paid for while in the National Guard or Reserve.
- . Level 2: 50% of cost of post high school training  
paid for while in the National Guard or Reserve.
- . Level 3: 75% of cost of post high school training  
paid for while in the National Guard or Reserve.
- . Level 4: 100% of cost of post high school training  
paid for while in the National Guard or Reserve.

Benefit 2 -- Bonus:

Enlistment bonus (asked of NPS and Veterans samples):

- . Level 1: \$250
- . Level 2: \$500
- . Level 3: \$1100
- . Level 4: \$2200

Extension of enlistment bonus (asked of ARNG and ORC samples):

- . Level 1: \$250
- . Level 2: \$500
- . Level 3: \$1100
- . Level 4: \$2200

Benefit 3 -- Increase in Pay:

- . Level 1: 10% increase in pay
- . Level 2: 20% increase in pay
- . Level 3: 50% increase in pay

Benefit 4 -- Change in Length of Initial Enlistment (asked  
of NPS and Veterans samples):

- . Level 1: 4 years initial enlistment
- . Level 2: 2 years initial enlistment
- . Level 3: 1 year initial enlistment

### 3.3.2 Analysis Plan

The analysis of the benefit data included four steps.

#### Step 1. Preliminary Checks on Possible Extraneous Factors Influencing Reactions to the Benefits

There were several factors which might have influenced the reactions of specific samples. These include:

- . The order in which the levels of the benefits were presented, and
- . Some states offer some benefits to members of the Guard while other states do not.

#### Step 2. Analysis of the Reactions of the Samples to the Benefits

The reactions of each sample to the possible benefits were analyzed.

#### Step 3. Analysis of the Perceptions of the Current Levels of Benefits

Some of the respondents (especially the NPS sample) believed the benefits existed when they did not, i.e., they had misperceptions about the benefits. Some of the Reserve forces believed the existing benefits could be improved. The impact of the perceptions of the benefits on propensity to enlist and propensity to extend enlistment was examined.

#### Step 4. Comparison of Benefits

The benefits were evaluated relative to each other. The reactions of each sample to each benefit were compared and, more importantly, data on which benefit attracted the most people most efficiently were examined.



### 3.3.3 Preliminary Checks on Extraneous Factors Influencing Reactions to the Benefits

#### The Effect of Order of Presentation of the Levels of the Benefits

The order of presenting the various levels of each benefit was reversed for approximately half of each sample. For example, part of each sample was asked first about propensity with no bonus and the questions proceeded up to the \$2200 bonus level. (This was the ascending order.) Others also started at the no bonus level, but then proceeded downward from the \$2200 bonus level to the \$250 level. (This was the descending order.) The effect of the two orders of presentation had a significant differential influence on the respondents' reactions to all benefits except the length of initial enlistment benefit.<sup>1)</sup>

One example of this effect is shown in Table 3-13 and in Figure 3-1. It shows the propensity to extend enlistment with the bonus benefit for the ARNG sample. As can be seen, the ascending order produced a higher propensity at each benefit level than did the descending order.<sup>2)</sup>

TABLE 3-13. EFFECT OF ORDER OF PRESENTATION OF LEVELS OF BONUS BENEFIT ON MEAN PROPENSITY FOR ARMY NATIONAL GUARD SAMPLE

BONUS BENEFIT	Order		Overall
	Ascending <sup>3)</sup>	Descending <sup>3)</sup>	
0 benefit	3.85	3.80	3.83
\$250	3.84	4.18	4.00
\$500	3.64	4.00	3.80
\$1100	3.20	3.57	3.37
\$2200	2.88	3.07	2.97

<sup>1)</sup> Where there was a significant effect, separate plots were made of the propensity scores for the ascending and descending orders for all benefit levels. These plots showed that the mean score was an appropriate measure in all cases.

<sup>2)</sup> There was also a significant interaction. However, the means are an appropriate representation of the reactions to the levels of the benefits.

<sup>3)</sup> 1 = Definitely enlist; 2 = Probably enlist; 3 = Might enlist; 4 = Probably not enlist; 5 = Definitely not enlist.

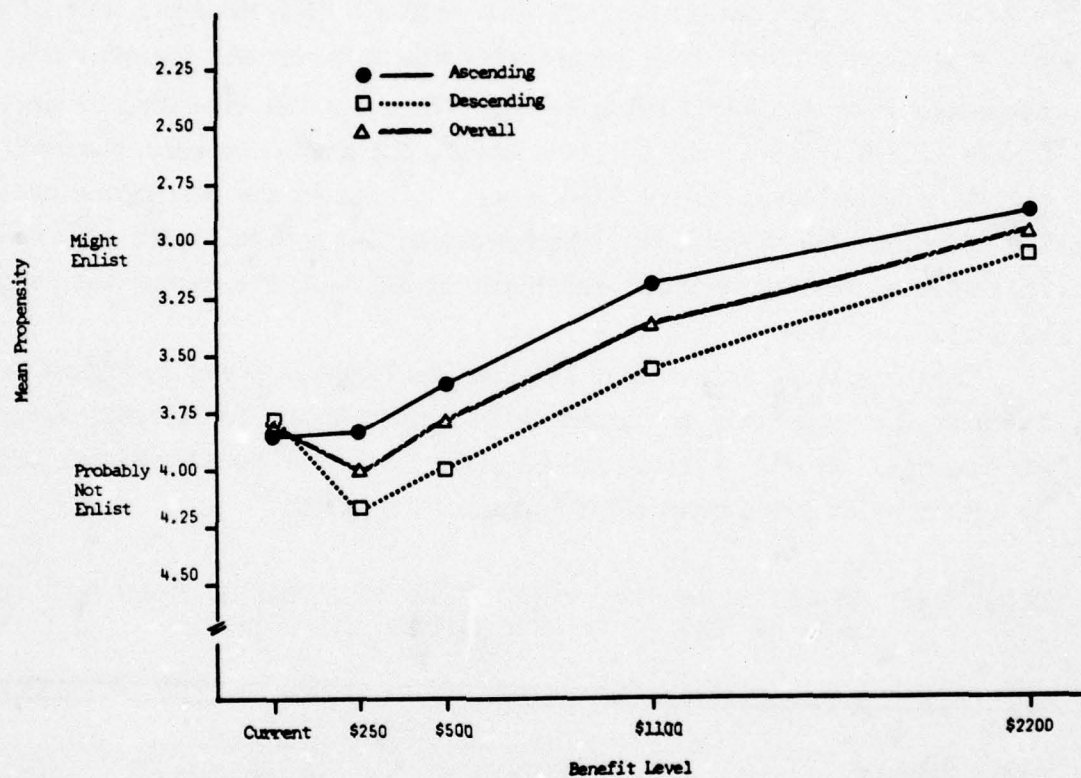


FIGURE 3-1. MEAN PROPENSITY TO EXTEND ENLISTMENT AS A FUNCTION OF ASCENDING AND DESCENDING ORDERS OF PRESENTATION OF THE BONUS BENEFIT FOR THE ARMY NATIONAL GUARD SAMPLE



The data presented in Figure 3-1 and Table 3-13 show that when benefit levels were presented in a descending order, the ARNG sample's propensity at the \$250 bonus level was lower than the propensity at the current or \$0 bonus level. This drop is an artifact of presentation order. If the current level had been presented as the last benefit level in the descending order, it is reasonable to assume that it would have resulted in a lower propensity than it did when it was presented as the first benefit level in the descending order.<sup>1)</sup> Consequently, it would have depressed the mean propensity to extend enlistment at the current level of the "overall" curve shown in Figure 3-1. This same order presentation problem exists for all benefits. For this reason, the current or 0 level data are not used in the analysis of the impact of the levels of each benefit.

#### The Effect of the Current Level of Benefits in Some States

In some states, the National Guard offers educational benefits. Analyses showed that the existence of educational benefits did not affect respondents' initial propensity in those states.

#### 3.3.4 Reactions to Possible Benefits by Potential Enlistees

##### Effect of Possible Benefits on the Enlistment Propensity of the Non-Prior Service Sample

#### Education Benefit

The graph of the reactions of the NPS sample to the education benefit appears in Figure 3-2 and the data are summarized in Table 3-14. An analysis of these reactions showed that there was a statistically significant increase in the propensity to enlist at each step of the benefit from the current level to the 100% level.

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1) The decision to present the current level first for both the ascending and descending presentations was based on the desire to obtain a zero or base level measurement prior to obtaining measures of impact of increases of benefits. The procedures of setting a zero level and reversing order of levels of benefits, in retrospect, appear incompatible.

TABLE 3-14. REACTIONS TO POSSIBLE BENEFITS BY THE NON-PRIOR SERVICE SAMPLE

BENEFIT	Percent Favorable	Percent Increase Over Previous Level	Mean
<u>Educational Assistance:</u>			
25% cost of education paid	33.5		3.84
50% cost of education paid	51.4	17.9	3.42
75% cost of education paid	65.0	13.6	3.02
100% cost of education paid	73.1	8.1	2.70
<u>Cash Bonus:</u>			
\$250	21.5		4.12
\$500	27.2	5.7	3.96
\$1100	42.1	14.9	3.60
\$2200	53.9	11.8	3.32
<u>Pay Increase:</u>			
10% increase	27.3		3.98
20% increase	32.7	5.4	3.87
50% increase	43.8	11.1	3.62
<u>Length of Enlistment:</u>			
4 years	23.6		4.10
2 years	47.3	23.7	3.58
1 year	55.7	8.4	3.33



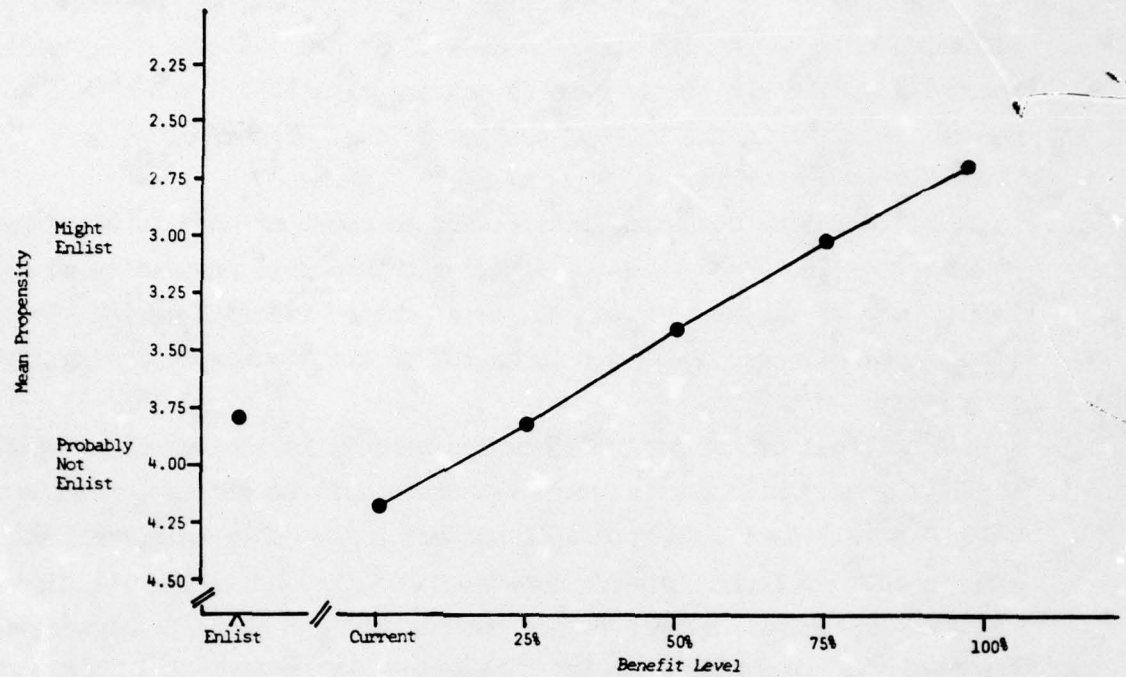


FIGURE 3-2. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF FINANCIAL ASSISTANCE FOR EDUCATION FOR NON-PRIOR SERVICE SAMPLE

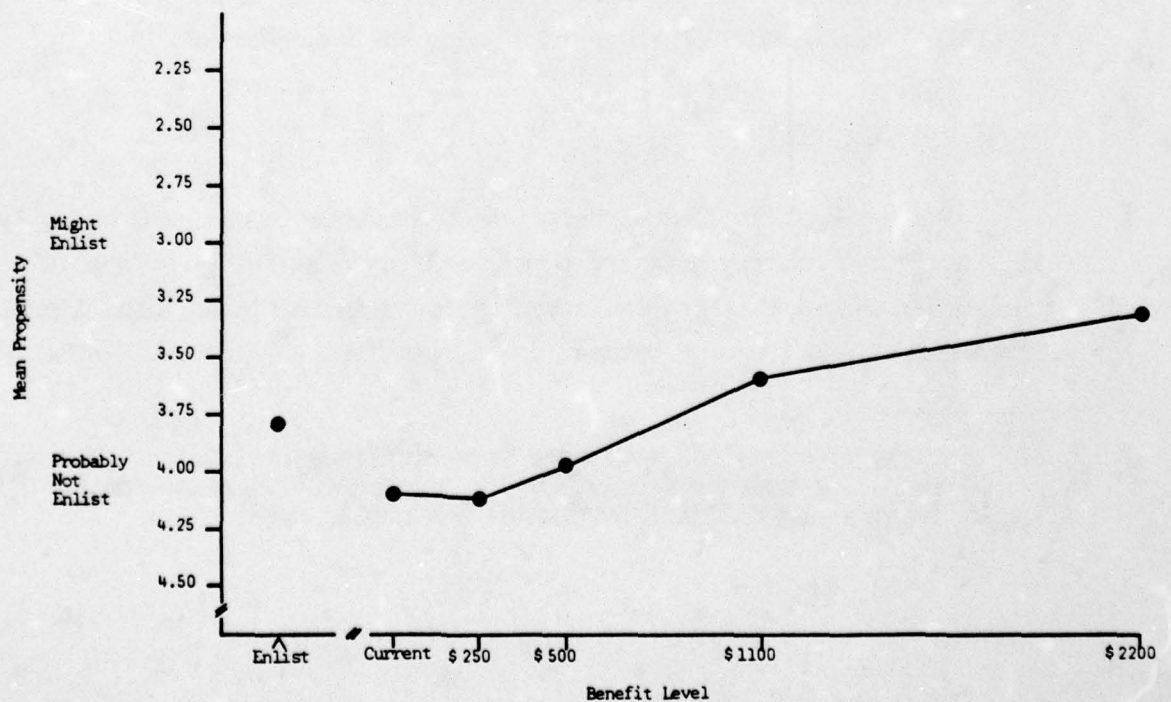


FIGURE 3-3. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF CASH BONUS FOR NON-PRIOR SERVICE SAMPLE

The data showed big increases in the percent of the NPS sample who were favorable between the 25% and 50% levels. At the 75% education benefit level, about 65% of the NPS sample were favorable. The 100% level of the education benefit resulted in the highest percent of the NPS sample who were favorable at all levels of all benefits presented.

One basis for comparing benefits is to consider what level of benefit would result in 50% of the sample having a favorable propensity to enlist.<sup>1)</sup> In the case of the NPS sample and the education benefit, paying 48% of the educational expenses would result in 50% of the NPS sample having a positive propensity.

A critical aspect of the education benefit is the degree to which it might be used. With greater use, the costs will be greater, but its appeal will be more general. Respondents who had a favorable enlistment propensity under a 100% education benefit were asked if they would use it. More than 60% would definitely expect to use the benefit and virtually everyone (98%) reported that they might use it. These numbers suggest that this benefit has a relatively widespread appeal to those who have a positive enlistment propensity. This finding is critical since some of the other possible benefits such as a cash bonus and a pay increase are automatic and applicable to everyone and are, therefore, more expensive incentive programs to implement.

#### Bonus Benefit

The graph of the reactions of the NPS sample to the cash bonus appears in Figure 3-3 and the data are summarized in Table 3-14. An analysis of these responses showed that the enlistment propensity increased significantly at each successive level, except between the current and \$250 level. Table 3-14 shows

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<sup>1)</sup> Linear approximations were used in making these estimates. The data, however, were not perfectly linear. Consequently, these numbers should be treated as reasonable estimates and not as exact.



that a 15% increase in positive propensity occurred when the bonus was increased \$600 from the \$500 level to the \$1100 level. However, there was only a 12% increase in positive propensity when the bonus was increased \$1100 from the \$1100 level to the \$2200 level. This suggests that there is a point of diminishing returns between the \$1100 and \$2200 bonus levels. At the maximum bonus level, 54% of the NPS sample were favorable. A bonus of approximately \$1836 would result in 50% of the NPS sample having a favorable propensity.

#### Pay Benefit

The reactions of the NPS sample to the pay benefit appear in Figure 3-4 and are summarized in Table 3-14. An analysis of these reactions showed that there was a statistically significant increase in the propensity to enlist at each step, from the current level to the 50% level.

Figure 3-4 shows that the enlistment propensity increased slowly across all levels of the pay benefit. For example, as seen in Table 3-14, the change from the 10% level to the 20% level increased the percent who were favorable by a little over 5%. The change from 20% to 50% raised the percent favorable by about 11%. The maximum positive propensity was 44%. It would take about a 67% pay increase to result in 50% of the sample having a favorable propensity. When compared to the percent of the sample positive at the maximum level of all other benefits, the maximum level of the pay benefit was least effective.

#### Length of Initial Enlistment Benefit

The graph of the reactions of the NPS sample to the length of enlistment benefit appears in Figure 3-5 and is summarized in Table 3-14. An analysis of these responses showed that enlistment propensity increased significantly at each successive benefit level. As the required length of initial enlistment was reduced, more of the sample became favorable. The maximum increase in favorability occurred between the four-year and the two-year levels of length of initial enlistment.

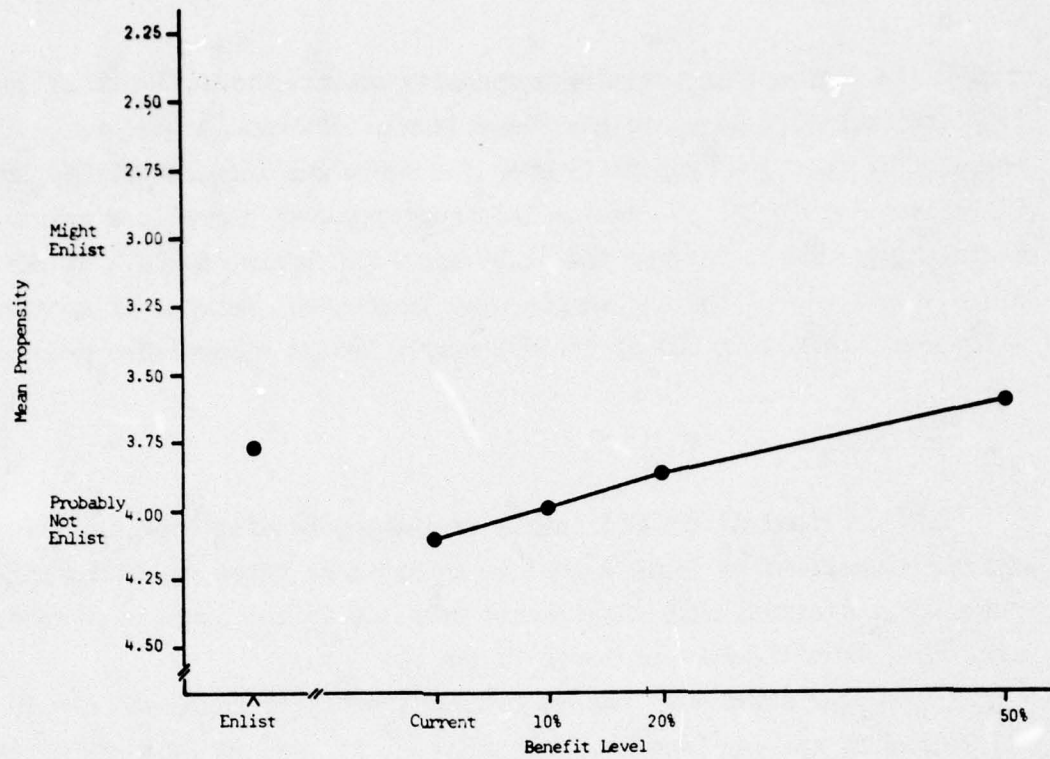


FIGURE 3-4. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF PAY INCREASE FOR NON-PRIOR SERVICE SAMPLE

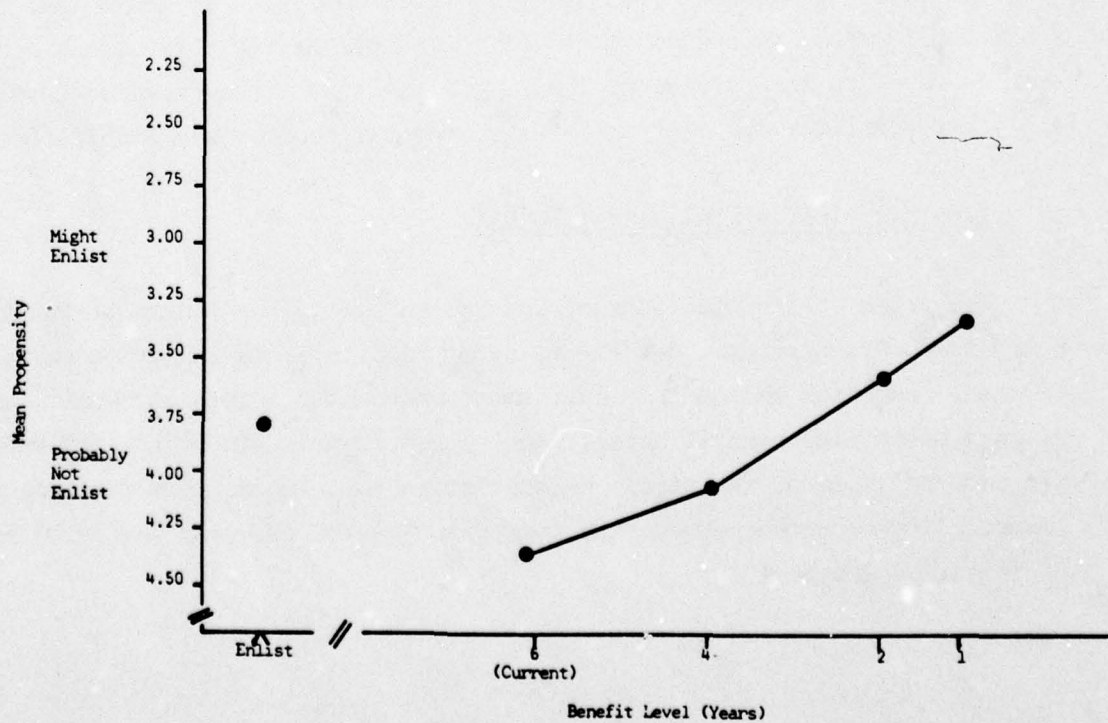


FIGURE 3-5. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF LENGTH OF ENLISTMENT FOR NON-PRIOR SERVICE SAMPLE



Length of enlistment seemed to be a relatively strong inducement. Reduction of the initial enlistment length to about one and two-thirds years would result in about 50% of the NPS sample having a positive propensity. However, the highest level of the length benefit (one year) produced a lower total percent favorable than the maximum education benefit (100% educational assistance). With a one-year length requirement, 56% of the sample was favorable toward enlistment. With the maximum education benefit, about 73% of the sample was favorable.

Beliefs about Existence of Benefits

There was considerable confusion over the education benefits available to the National Guard and Reserve members. Less than 10% of the NPS sample believed that an education benefit does not exist.

Less than 20% of the NPS sample thought that a cash bonus came with enlistment. Most respondents did not know whether there was or was not a bonus.

Sixty-six percent (66%) of the NPS sample were unfamiliar with the pay in the Guard/Reserve. About 26% overestimated the pay levels.

Many of the NPS sample were not familiar with the requirement of an initial six-year enlistment. The approximate distribution of beliefs about enlistment requirements is shown below:

- . 15% estimated it to be six years or more
- . 60% estimated it to be less than six years
- . 25% didn't know

Only the beliefs about the required length of the initial enlistment significantly affected the initial propensity to enlist of the NPS sample. Those who thought the requirement was less than six years were more favorable than the others.

Demographic Characteristics of the NPS Sample with a Positive Propensity to Enlist when Given Specific Benefits

The NPS man with a greater propensity to enlist is more likely to be less educated, younger, unmarried, have a lower employment index, a lower socio-economic index, and attending or planning to attend school. The effect of the benefits on the demographic characteristics of the NPS sample with a positive propensity was examined. The profile remained the same with all levels of the pay increase, bonus, and length of enlistment benefits. The higher levels of the education benefit increased the percentage of better educated men and men with higher socio-economic indices.

Effects of Possible Benefits on Enlistment Propensity of Veterans Sample

Education Benefit

The graph of the reactions of the Veterans sample to the education benefit is shown in Figure 3-6 and is summarized in Table 3-15. An analysis of these reactions showed that there was a statistically significant increase in propensity at each step from the current level to the 100% level. The data show that there was a relatively constant 11% increase in favorability with each additional 25% increase in the education benefit. At the highest education benefit level, 57% of the sample was favorable. This level of education benefit provided the highest enlistment propensity of all levels of all the benefits offered to the Veterans. Eighty-two percent (82%) of educational expenses paid would result in 50% of the Veterans sample having a positive propensity.

Respondents who had a favorable enlistment propensity at the 100% benefit level were asked if they would use the education benefit. Almost 67% definitely expected to use the benefit and almost everyone (about 97%) indicated some likelihood of using it. These numbers suggest that the education benefit has a relatively widespread appeal to those who have a positive enlistment propensity.



TABLE 3-15. REACTIONS TO POSSIBLE BENEFITS BY THE VETERANS SAMPLE

BENEFIT	Percent Favorable	Percent Increase Over Previous Level	Mean
<u>Educational Assistance:</u>			
25% cost of education paid	20.7		4.20
50% cost of education paid	33.0	12.3	3.89
75% cost of education paid	47.3	14.3	3.52
100% cost of education paid	57.3	10.0	3.16
<u>Cash Bonus:</u>			
\$250	12.8		4.46
\$500	16.1	3.3	4.36
\$1100	27.5	11.4	4.06
\$2200	37.2	9.7	3.77
<u>Pay Increase:</u>			
10% increase	17.2		4.33
20% increase	21.8	4.6	4.22
50% increase	31.6	9.8	4.00
<u>Length of Enlistment:</u>			
4 years	9.4		4.56
2 years	24.1	14.7	4.20
1 year	36.1	12.0	3.92

### Bonus Benefit

The graph of the reactions of the Veterans sample to the cash bonus benefit is shown in Figure 3-7 and the data are summarized in Table 3-15. An analysis of these responses showed that the enlistment propensity increased significantly at each successive level, except between the 0 and \$250 level.

Table 3-15 shows that the increase in benefit from the \$250 to \$500 level produced only a 3.3% increase in favorability. The jump from \$500 to \$1100 produced an 11.4% increase in favorability. The response of the Veterans to the bonus benefit was not as favorable as to the education benefit. The \$2200 bonus level resulted in the second highest percentage of Veterans with a favorable propensity to enlist of all levels of all benefits presented. A cash bonus of \$3650 would result in 50% of the Veterans having a favorable propensity.

### Pay Benefit

The graph of the reactions of the Veterans to the pay benefit appears in Figure 3-8 and the data are summarized in Table 3-15. The propensity to enlist increased significantly at each successive increase in the pay benefit. The rate of increase in the percent who were favorable was low. For example, the change from a 10% increase to a 50% increase in pay only changed the percent who were favorable by about 14 percentage points.

With the maximum benefit of a 50% pay increase, 31.6% were favorable. When compared with the maximum levels of the other benefits, the pay benefit resulted in the lowest percent favorable. A pay increase of 106% would be required for 50% of the Veterans sample to have favorable propensity.

### Length of Initial Enlistment Benefit

The graph of the reactions of the Veterans sample to the reduced length of initial enlistment appears in Figure 3-9 and the data are



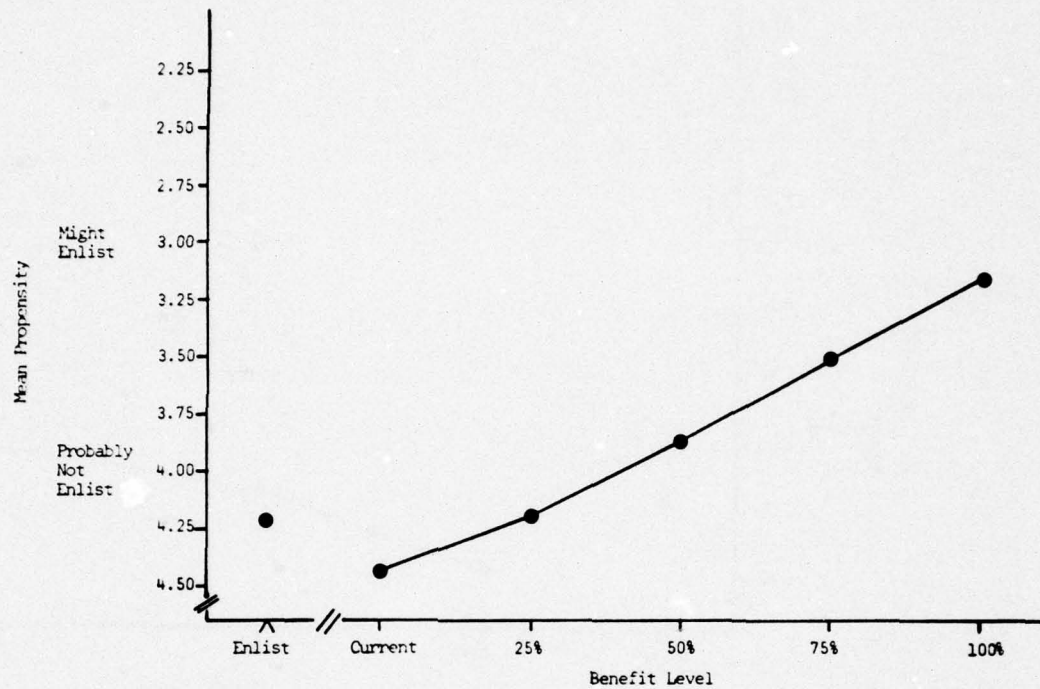


FIGURE 3-6. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF FINANCIAL ASSISTANCE FOR EDUCATION FOR VETERANS SAMPLE

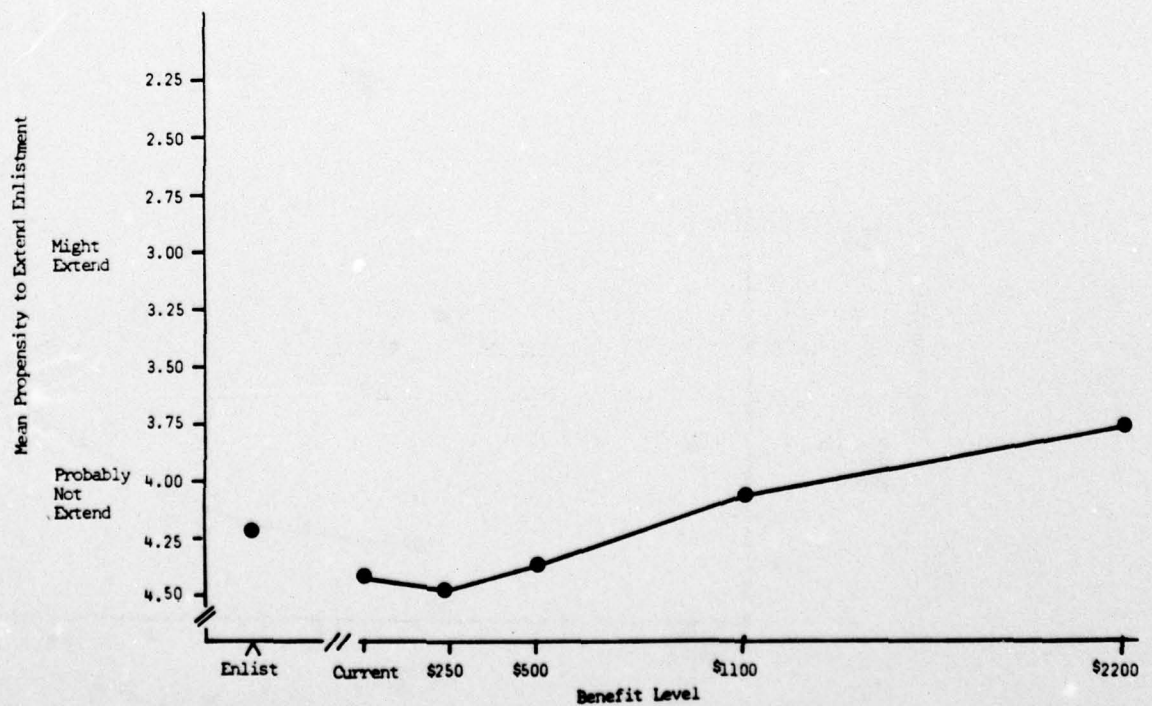


FIGURE 3-7. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF CASH BONUS FOR VETERANS SAMPLE.

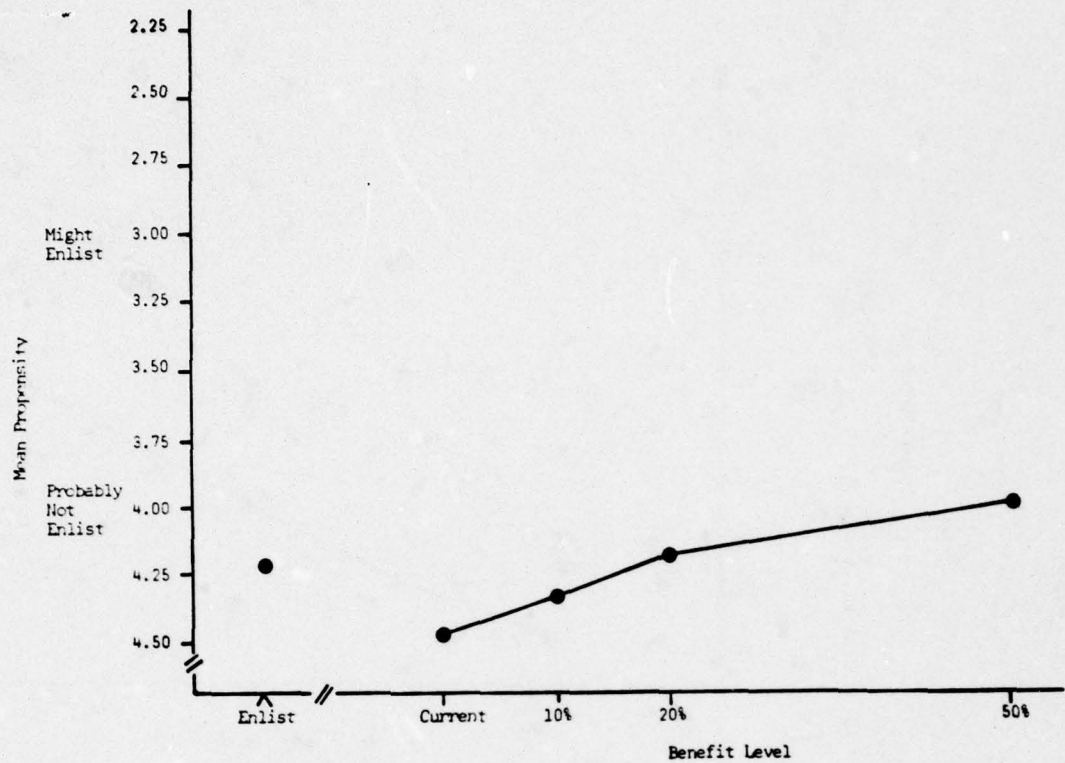


FIGURE 3-8. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF PAY INCREASE FOR THE VETERANS SAMPLE

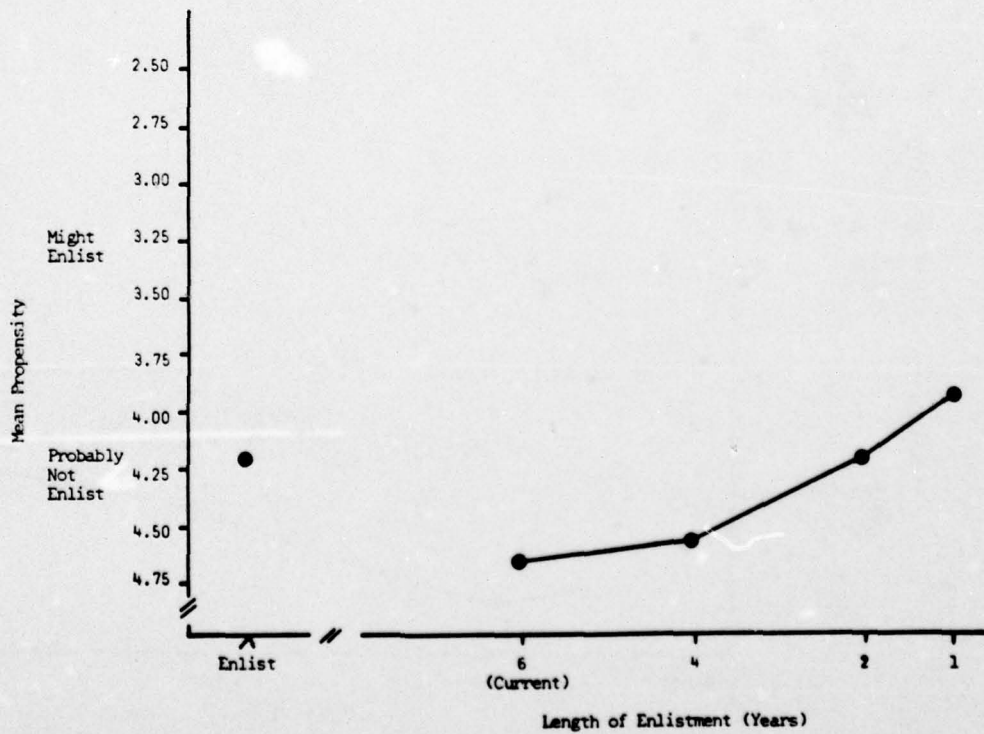


FIGURE 3-9. MEAN PROPENSITY TO ENLIST AT EACH LEVEL OF LENGTH OF ENLISTMENT FOR VETERANS SAMPLE



summarized in Table 3-15. An analysis of these responses showed that enlistment propensity increased significantly at each successive level. The reduction in length of initial enlistment from four to two years resulted in an increase in favorability of 14.7%. Reducing initial enlistment from two years to one year resulted in an additional 12.0% increase in favorability.

#### Beliefs about Existence of Benefits

There is considerable confusion over the education benefits available to the Guard and Reserve members. Less than 15% of the Veterans sample knew that the educational benefit does not exist. About 50% believed it does exist. These perceptions about the availability of an education benefit, however, did not affect the Veterans' initial propensity to enlist.

Less than 10% thought a cash bonus came with enlistment, and about 48% believed a bonus is not offered. The rest of the sample did not know whether or not there was an enlistment bonus. These prior perceptions about the availability of a bonus did not affect the Veterans' initial propensity to enlist.

About 50% of the Veterans sample did not know what the pay levels are. About 25% of the sample thought the pay was less than it is, and another 25% thought it was higher than it is. Prior beliefs about pay did significantly affect the Veterans' initial propensity to enlist. Those who underestimated the pay tended to be significantly more favorable than the respondents who answered "don't know." The data suggest that there is considerable confusion over the pay benefit available to Guard and Reserve members and yet the current pay level was favorably received by some.

The Veterans sample was relatively unfamiliar with the requirement of an initial six-year enlistment. About 60% thought it was less than six years. Approximately 18% thought it was more than six years. These beliefs did have a significant effect on initial enlistment propensity. Those who believed the initial enlistment requirement was less than six years had a higher enlistment propensity than those who thought it was six years or more.

Demographic Characteristics of Veterans Sample with Positive Propensity to Enlist when Given Specific Benefits

The Veteran with a greater propensity to enlist is likely to be less well educated, younger, unmarried, have a lower employment index, have a lower socio-economic index, and either be attending or planning to attend school. The effects of the benefits were examined. The pay and education benefits tended to attract a somewhat greater percentage of more well educated Veterans. This was particularly true when the pay benefit reached the highest level of increase (50%). The cash bonus benefit attracted a greater percentage of married men.

3.3.5 Reactions to Possible Benefits by Current Reservists

Effect of Possible Benefits on the Extension of Enlistment Propensity of the Army National Guard Sample

Education Benefit

The graph of the reactions of the ARNG sample to the levels of education benefit is shown in Figure 3-10 and is summarized in Table 3-16. An analysis of these reactions showed that there was a statistically significant increase in propensity at each level of the benefit. At the 100% level, about 75% of the ARNG sample had a favorable propensity. When compared to all levels of all benefits presented to the ARNG sample, the 100% level of the education benefit resulted in the highest percentage of the ARNG with a positive propensity.

An education benefit level of 33.4% would result in 50% of the ARNG sample having a favorable propensity.

Respondents who had a favorable extension of enlistment propensity at the 100% education benefit level were asked if they would use the benefit. More than 50% definitely expected to use the benefit. Almost everyone (about 94%) might use the benefit.

Bonus Benefit

The reactions of the ARNG sample to the cash bonus benefit are shown in Figure 3-11 and are summarized in Table 3-16. Analysis of these data showed that the extension of enlistment propensity increased significantly at each successive



TABLE 3-16. REACTIONS TO POSSIBLE BENEFITS BY THE ARMY NATIONAL GUARD SAMPLE

BENEFIT	Percent Favorable	Percent Increase Over Previous Level	Mean
<u>Educational Assistance:</u>			
25% cost of education paid	44.3		3.51
50% cost of education paid	61.2	16.9	3.05
75% cost of education paid	71.2	10.0	2.68
100% cost of education paid	75.4	4.2	2.41
<u>Cash Bonus:</u>			
\$250	28.0		3.99
\$500	34.1	6.1	3.80
\$1100	48.9	14.8	3.36
\$2200	61.5	12.6	2.96
<u>Pay Increase:</u>			
10% increase	40.6		3.67
20% increase	49.5	8.9	3.41
50% increase	67.5	18.0	2.87

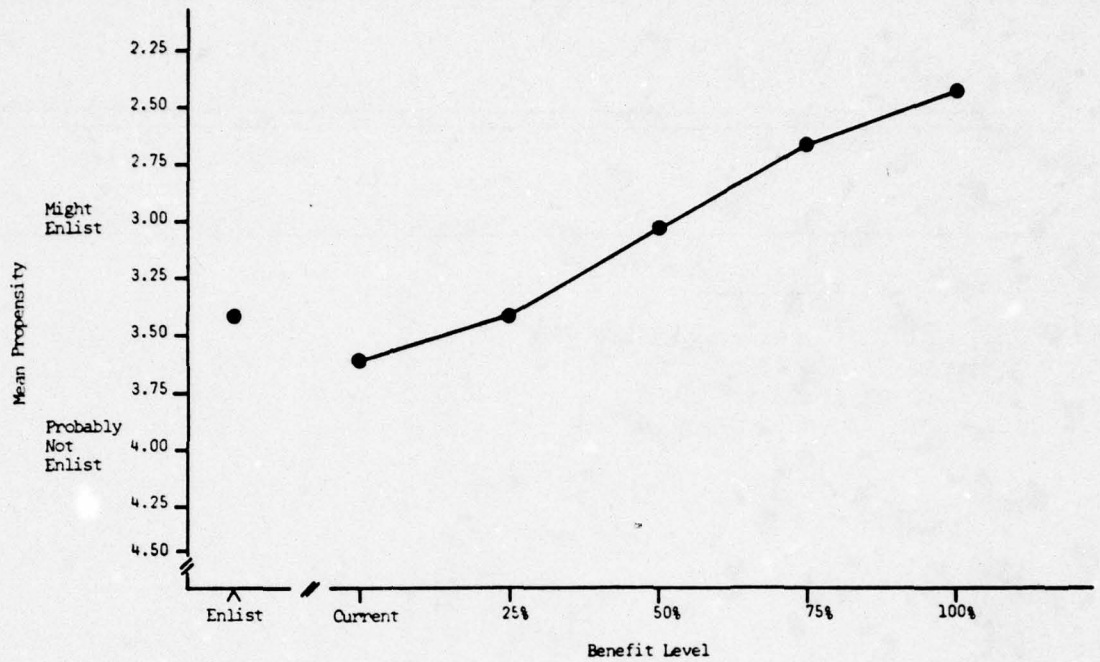


FIGURE 3-10. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF FINANCIAL ASSISTANCE FOR EDUCATION FOR ARMY NATIONAL GUARD SAMPLE

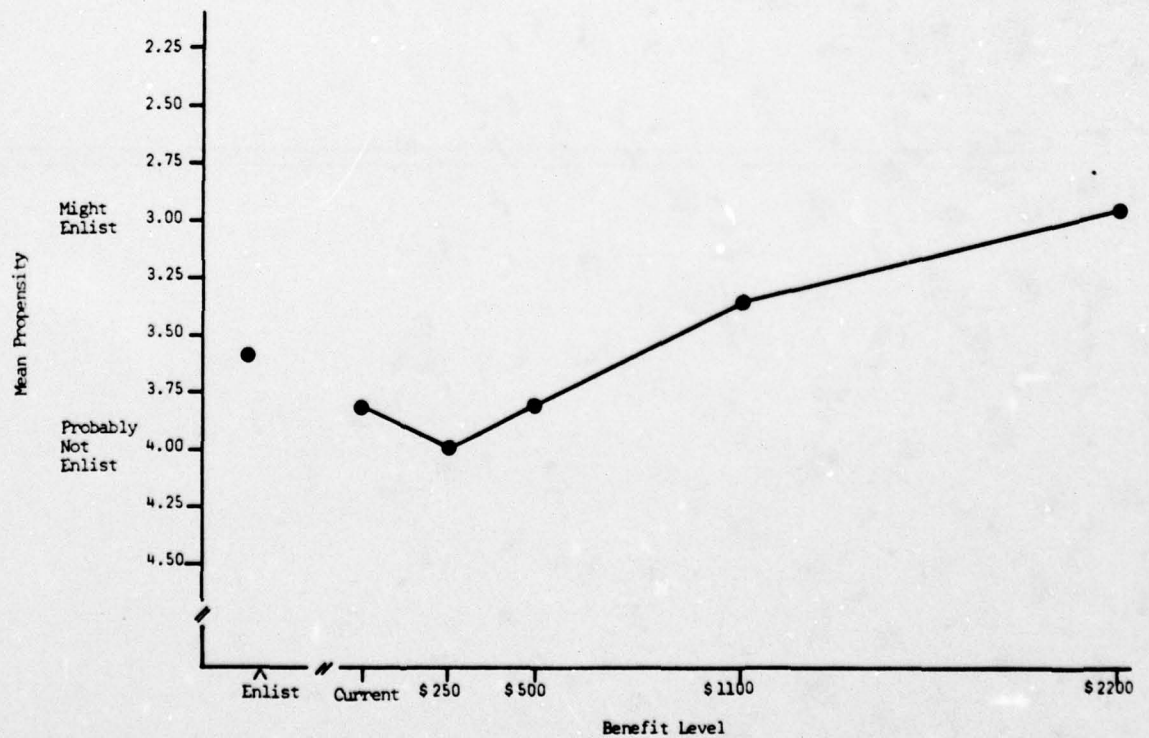


FIGURE 3-11. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF CASH BONUS FOR ARMY NATIONAL GUARD SAMPLE



level, except between the current level and \$250 level. The maximum point (a bonus of \$2200) was the least effective of the three maximum benefit levels presented to the ARNG sample. A bonus of \$1196 would result in 50% of the ARNG sample having a favorable propensity.

#### Pay Benefit

Figure 3-12 shows the graph of the reactions of the ARNG sample to the pay increase benefit. The data are presented in Table 3-16. An analysis of these reactions showed that there was a statistically significant increase in the propensity to extend enlistment at each increase of the pay benefit from the current level to the 50% level. The pay benefit had a relatively strong impact on the ARNG sample. The 50% level resulted in nearly 67% of the sample having a favorable propensity. A 21% pay increase would result in 50% of the ARNG sample having a favorable propensity.

#### Beliefs about Existence of Benefits

Various education benefits exist in several states for the ARNG sample. The states were categorized into four groups:<sup>1)</sup>

- . High benefits: states which provided approximately 50% tuition benefits or more. (Six states were in this category.)
- . Low benefits: states which provided some financial education benefit but lower than 50% tuition benefits. (Six states were in this category.)
- . Minimal benefits: some states provided survivor education benefits, a limited number of scholarships, and/or credit for military education. (Nine states were in this category.)
- . No benefits.

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<sup>1)</sup> Only states in the Continental United States were considered since the sample was restricted to them.

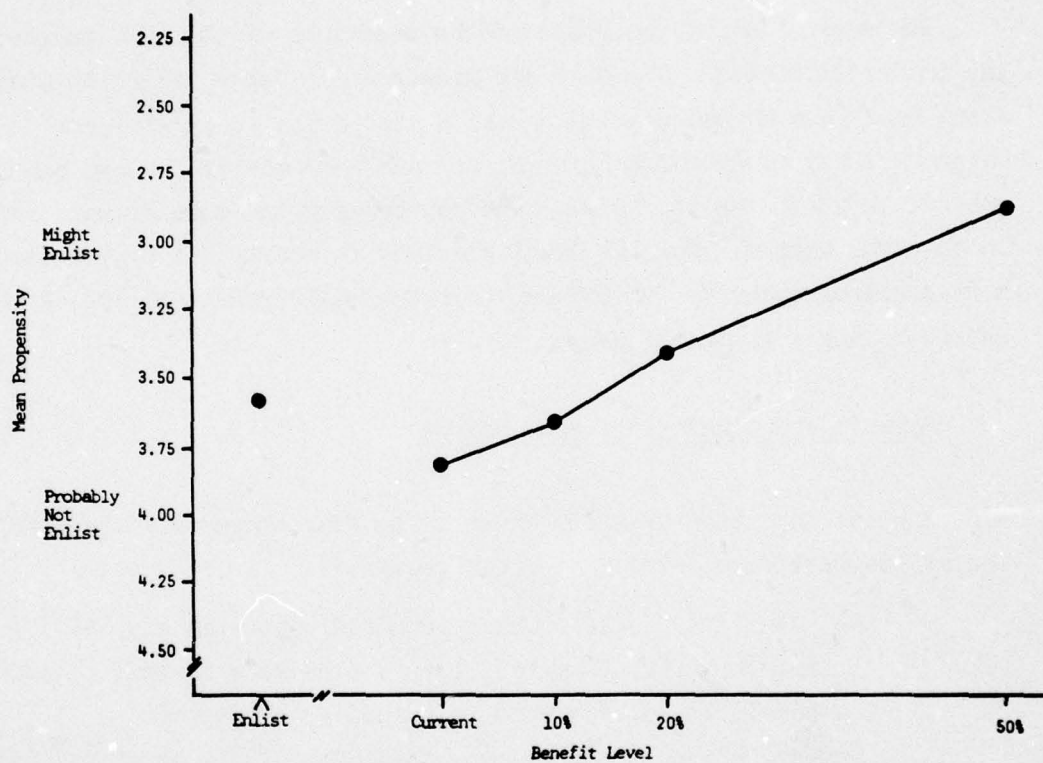


FIGURE 3-12. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF PAY INCREASE FOR ARMY NATIONAL GUARD SAMPLE



The ARNG sample was asked whether financial assistance for education was available in their state and, if they believed it was available, they were asked if they were using it. The level of the available benefit had a significant impact on whether or not the Guardsmen believed the benefit existed. In low benefit states, about 66% of the Guardsmen believed the benefit existed; in high benefit states, 79% of the Guardsmen believed the benefit existed. In all states, the ARNG sample was generally correct in their beliefs about the existence of the benefit. Reported utilization of the education benefit was also examined. There was no significant difference between the percentage of Guardsmen reporting usage of the education benefit in the high and low benefit states. The surprising feature of these data were that only 13% of the Guardsmen reported that they were using the education benefits even in high benefit states. Caution should be used in interpreting these data because 10% of the ARNG members who resided in states without an education benefit also claimed to use it. Perhaps there is confusion over state vs. "GI Bill" education benefits.

From the point of view of retention, the critical question is whether or not beliefs about existence of an education benefit effect propensity to extend. Beliefs about an education benefit do have a significant impact on propensity to extend. Those who don't believe the education benefit exists are significantly less likely to extend their enlistment than those who believe it does exist.

Less than 6% of the ARNG sample thought that a cash bonus came with extension of enlistment; over 85% correctly believed no bonus is offered; and less than 10% said "don't know." Beliefs about the existence of a cash bonus did not affect the ARNG's propensity to extend their enlistment.<sup>1)</sup>

One question in the interview asked, "What is the one most important thing that would cause you to extend your term of enlistment?" About 36% of the ARNG sample mentioned "more pay" as the main inducement required to get them interested in extending.<sup>2)</sup> This might suggest that pay has a significant impact on the propensity of part of the ARNG sample to extend their enlistment. However, when the initial propensity measures for those individuals mentioning

---

1) There was a significant overall effect but comparisons between the groups with different beliefs were not significant.

2) This was 36.3% of those who suggested an inducement.

more pay were compared to those not mentioning more pay, among the "more pay" group more than 50% were favorable compared to 39% for the rest. When the reactions of the two groups to the various pay increase levels were compared, the "more pay" group increased their favorability more rapidly than did the group not mentioning more pay. This suggests that those who complained about pay may be more satisfied with some of the proposed pay increases than those who did not make a comment about pay and that those who complained about pay were really not dissatisfied.

Demographic Characteristics of Army National Guard Sample with Positive Propensity to Extend Enlistment when Given Specific Benefits

The ARNG member with a greater propensity to extend is more likely to be less well educated, younger, married, have a lower employment index, a lower socio-economic index, and be planning to attend school. The effects of the benefits were examined. The profile remained basically the same. At the higher levels, the education benefit attracted a greater percentage of more well educated men and a greater percentage of unmarried men. The cash bonus and pay benefits attracted a higher percentage of high propensity ARNG members who had no school commitment.

Effect of Possible Benefits on the Extension of Enlistment Propensity of the Other Reserve Components Sample

Education Benefit

Figure 3-13 shows the graph of the reactions of the ORC sample to the education benefit. The data appear in Table 3-17. The data show that there was a significant increase in propensity with each additional 25% increment in the education benefit. At the 100% level, about 76% of the ORC sample had a favorable propensity. A 29.1% education benefit would result in 50% of the ORC sample having a favorable propensity.



TABLE 3-17. REACTIONS TO POSSIBLE BENEFITS BY THE OTHER RESERVE COMPONENTS SAMPLE

BENEFIT	Percent Favorable	Percent Increase Over Previous Level	Mean
<u>Educational Assistance:</u>			
25% cost of education paid	47.4		3.42
50% cost of education paid	63.3	15.9	3.00
75% cost of education paid	71.5	8.2	2.64
100% cost of education paid	76.4	4.9	2.36
<u>Cash Bonus:</u>			
\$250	30.3		3.94
\$500	35.7	5.4	3.78
\$1100	50.1	14.4	3.35
\$2200	61.4	11.3	2.95
<u>Pay Increase:</u>			
10% increase	38.4		3.74
20% increase	46.7	8.3	3.49
50% increase	64.8	18.1	2.93

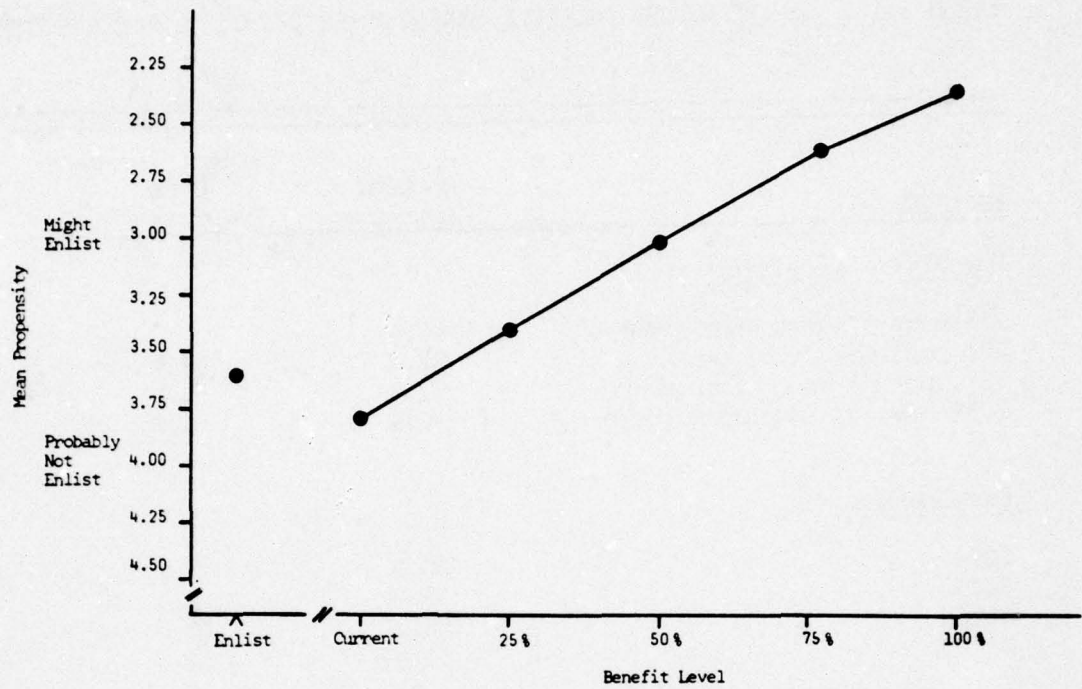


FIGURE 3-13. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF FINANCIAL ASSISTANCE FOR EDUCATION FOR OTHER RESERVE COMPONENTS SAMPLE

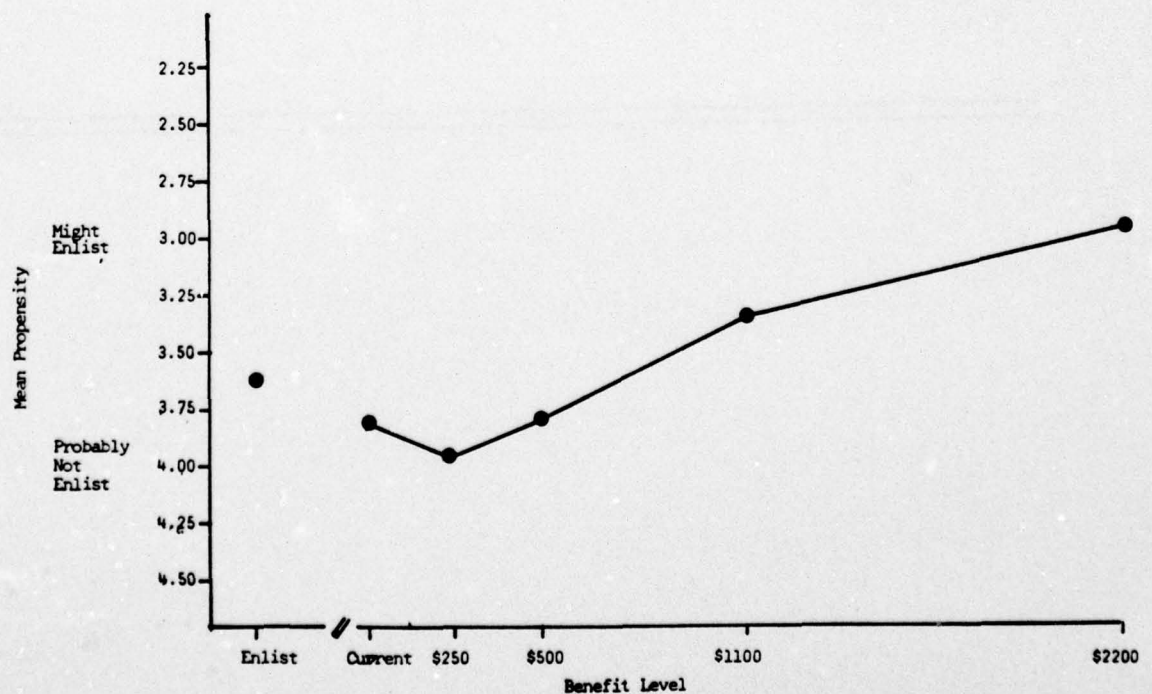


FIGURE 3-14. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF CASH BONUS FOR OTHER RESERVE COMPONENTS SAMPLE



Respondents who had a favorable propensity at the 100% benefit level were asked if they would use it. About 67% definitely expected to use the benefit and almost everyone (97%) reported that they might use it. This suggests that it had a relatively widespread appeal to those who had a positive propensity to extend their enlistments.

#### Cash Bonus

The graph of the reactions of the ORC sample to the cash bonus is shown in Figure 3-14 and is summarized in Table 3-17. An analysis of these responses showed that propensity increased significantly at each successive level of the cash bonus benefit. However, there is a marked change in the rate of increase in propensity around the \$1100 bonus level. Between the \$250 and \$500 benefit levels, a \$97 increase in cash bonus resulted in a 5.4% increase in the percent of the sample with favorable propensity; between the \$1100 and \$2200 bonus levels, an increase in the cash bonus of \$97 resulted in a 1% increase in the percent of the sample with favorable propensity.

At the maximum benefit level, 61.4% of the ORC sample had a favorable propensity. A bonus of \$1097 would result in 50% of the ORC sample having a positive propensity.

#### Pay Benefit

Figure 3-15 graphs the reactions of the ORC sample to the pay increase benefit. The data are summarized in Table 3-17. There was a statistically significant increase in propensity at each level of the benefit from the current level to the 50% level. Figure 3-15 shows that the biggest change in favorability for each percent of increase in pay came between the 10% and 20% levels of the benefit. After the 20% level was reached, there was only diminished impact.

At the maximum level of the pay benefit, 64.8% of the ORC sample had a favorable propensity. A 25% pay increase would result in 50% of the respondents having a favorable propensity toward extension of their enlistment.

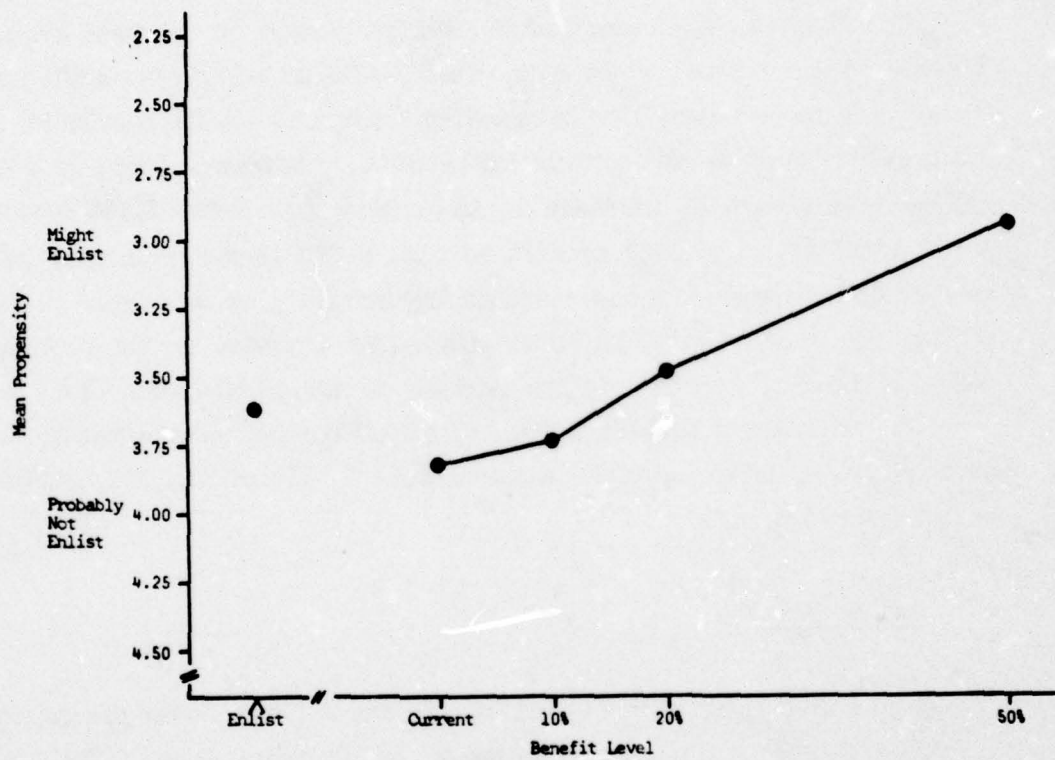


FIGURE 3-15. MEAN PROPENSITY TO EXTEND ENLISTMENT AT EACH LEVEL OF PAY INCREASE FOR OTHER RESERVE COMPONENTS SAMPLE



### Beliefs about Existence of Benefits

There was little confusion about the availability of a bonus for extension of enlistment among the ORC sample. Approximately 83% knew there was not a bonus; 3.2% believed there was one. Prior beliefs about bonus did not significantly affect the ORC sample's propensity to extend their enlistment.

Like the ARNG sample, some ORC members suggested that a pay increase could be an inducement for extension of their enlistment. About 27% of all respondents who mentioned an inducement to extend their enlistment cited "more pay." "More pay" was the most frequently mentioned inducement. When the initial extension propensity for the "more pay" group was compared to those not mentioning more pay, those mentioning more pay had a significantly higher initial propensity. Furthermore, the "more pay" respondents increased their percent favorability faster than those not mentioning more pay as the pay benefit increased.

### Demographic Characteristics of Other Reserve Components Sample with a Positive Propensity to Extend Enlistment when Given Specific Benefits

The ORC member with a greater propensity to extend is more likely to be less educated, unmarried, younger, have a lower employment index, a lower socio-economic index, and be planning to attend school. The effects of benefits were examined. The profile remained basically the same with all levels of the bonus and pay benefits. However, with the education benefit a higher percentage of more well educated ORC members and a higher percentage of ORC members attending school were attracted. This was particularly true when higher levels (75%, 100%) of the education benefit were presented. This might indicate that ORC members in school tend to value educational benefits differently than those who are inclined to go to school, but haven't taken the step.

### 3.3.6 Comparison of Benefits -- Some New Approaches

In this section the benefits are compared using several new approaches. The impact of each benefit on the positive propensity of each sample is examined. The implications of the benefits for accession and retention are discussed.<sup>1)</sup>

#### Approach #1 -- What Does it Take to Get an Increase in Favorability of One Percentage Point?

For each benefit, for each sample, the increase necessary to add 1% of the sample to the "favorable" category was determined. The necessary increase was calculated using each successive pair of benefit levels.<sup>2)</sup> The results of these calculations are shown in Table 3-18. For example, using 75% and 100% education benefit levels for the NPS sample, a 3.09 percentage point increase in the benefit was necessary to increase the percentage of the sample who were favorable by 1%.

For Potential Enlistees, the data presented in Table 3-18 indicate:

- . The NPS sample tended to be more responsive to the education benefit than did the Veterans sample at the lower levels while the Veterans tended to be more responsive at the upper levels.
- . To obtain a one percentage point increase in favorability for the Veterans required a higher bonus than it did for the NPS sample at all levels.
- . The NPS sample tended to be more responsive to the pay benefit than did the Veterans sample at all levels.

- 
- 1) This study only examined the benefits individually. It did not examine the effect of combinations of benefits.
- 2) The current level to first benefit level could not be used. It should be recalled that two question orders were used. This procedure had a strong impact on the propensity measure at the current benefit level.



TABLE 3-18. BENEFIT REQUIRED TO OBTAIN 1 PERCENTAGE POINT INCREASE IN FAVORABILITY AT EACH BENEFIT LEVEL

POTENTIAL ENLISTEES

Non-Prior Service Sample

<u>Education</u>		<u>Bonus</u>		<u>Pay</u>		<u>Length in Years</u>	
<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>
25-50	1.40%	250-500	\$43.86	10-20%	1.85%	4-2	.08
50-75	1.84%	500-1100	40.27	--	--	--	--
75-100	3.09%	1100-2200	93.22	20-50%	2.70%	2-1	.12

Veterans Sample

<u>Education</u>		<u>Bonus</u>		<u>Pay</u>		<u>Length in Years</u>	
<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>
25-50	2.03%	250-500	\$75.76	10-20%	2.17%	4-2	.14
50-75	1.75%	500-1100	52.63	--	--	--	--
75-100	2.50%	1100-2200	113.40	20-50%	3.06%	2-1	.08

CURRENT RESERVISTS

Army National Guard Sample

<u>Education</u>		<u>Bonus</u>		<u>Pay</u>	
<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>
25-50	1.48%	250-500	\$40.98	10-20%	1.12%
50-75	2.50%	500-1100	40.54	--	--
75-100	5.95%	1100-2200	87.30	20-50%	1.67%

Other Reserve Components Sample

<u>Education</u>		<u>Bonus</u>		<u>Pay</u>	
<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>	<u>Benefit Level</u>	<u>Required Increase</u>
25-50	1.57%	250-500	\$46.30	10-20%	1.20%
50-75	3.05%	500-1100	41.67	--	--
75-100	5.10%	1100-2200	97.35	20-50%	1.66%

- . The NPS and Veterans samples responded similarly to the reductions in the length of initial enlistment.

For Current Reservists, the data presented in Table 3-18 indicate:

- . The ARNG sample tended to be more responsive to the lower levels of the education benefit while the ORC sample tended to be more responsive to the upper levels.
- . The ARNG and ORC samples responded similarly to the bonus benefit.
- . The ARNG and ORC samples responded similarly to the pay increase benefit.

Approach #2 -- What is the Annual Cost per Person to get 50% Favorability with the Education, Bonus and Pay Benefits?

By making several assumptions and approximations, the education, bonus, and pay benefits can be compared in terms of dollars and cents.

Assumptions for the Education Benefit

Two sets of estimates were made for the education benefit. One, called "Conservative", seemed to provide reasonable estimates. The other, called "Liberal", provided the upper limits to costs for the education benefit. The estimates were:

- . Who will use the benefit -- The number of men using the benefit was approximated by taking a percent of those who said they would definitely use the benefit plus another lower percent of those who said they would probably use it. These ratios are commonly used in estimating purchases of a product. The ratios used for the "Conservative" estimates were 70-30; the ratios used for the "Liberal" estimates were 80-20. These ratios reflect the assumption that many people's plans may not work out or that they will not do what they say.



- . The number of years the benefit will be used -- Respondents were asked about their educational activities and plans. The answers to these questions provided the data for estimating the types of schools which might be attended. These estimates were based on those planning to go beyond or who were already beyond high school. Individuals who were just "taking courses" or "don't know" were included in the junior college category. Those going to graduate and professional schools were classified as equivalent to college. The aspirations of the four samples were as follows:

	<u>NPS</u>	<u>Veterans</u>	<u>ARNG</u>	<u>ORC</u>
Vocational school	23.2%	24.2%	24.5%	20.4%
Junior and community college	19.3%	29.4%	23.4%	21.0%
College	57.5%	46.4%	52.0%	58.5%

These aspirations may be on the high side.

- . Length of stay at college -- The following assumptions were made regarding how long people would be in school:

	<u>Conservative</u>	<u>Liberal</u>
Vocational school	1 year	1 year
Junior and community college	2 years	2 years
College	3 years	4 years

The assumption of three years for college in the "Conservative" estimate reflected the fact that some individuals would drop out, and some would already be in college or graduate school when they enlisted or extended.

- . Tuition costs -- Estimates of tuition costs were as follows:

	<u>Conservative</u>	<u>Liberal</u>
Vocational school	\$1300	\$1300
Junior and community college	1300	1500
College	3000	3600

Analysis of these estimates provided total costs per person over six years. The data were divided by six to give the average costs per person per year. These estimates are shown below:

- . Estimate of the annual cost per person per year for education for each sample:

	<u>NPS</u>	<u>Veterans</u>	<u>ARNG</u>	<u>ORC</u>
Conservative estimate	\$514	\$462	\$443	\$552
Liberal estimate	818	728	693	895

#### Assumptions for the Pay Benefit

At the time of the study, the pay for an E-2 with less than two years of service was \$832. One might assume that recruits would be promoted every two years from E-2 to E-3 to E-4. This would require pay over six years of approximately \$5805 or \$968 per year. These data were used to estimate the pay benefit costs for the NPS and Veterans samples.

Pay benefit estimates for the ORC and ARNG samples were based on the assumption that the average number of years in the National Guard and Reserve was about five years. Slightly more than 50% of the respondents were below E-5 and almost 50% at or above E-5. The average pay over the next few years was estimated at \$1300 using the rates applicable when the study was made. Allowances were not made for aviation or hazardous duty pay.



Annual Cost per Person to get 50% Favorability

Table 3-19 indicates the costs that would result if each sample were to be brought to the 50% favorable level. The conclusions that can be drawn are as follows:

- . The pay benefit is the least cost effective and can be eliminated from consideration.
- . The bonus and the education benefits are potentially equally cost effective. It all depends on the assumptions made. If the "Conservative" assumptions are correct, the education benefit is more cost effective. If the "Liberal" assumptions are correct, the bonus is more cost effective. This is true in all cases except with the Veterans, where the educational benefit is most cost effective with both "Conservative" and "Liberal" assumptions.

TABLE 3-19. ESTIMATES OF COST PER YEAR PER PERSON TO MAKE 50% OF EACH SAMPLE FAVORABLE TOWARD ENLISTING OR EXTENDING ENLISTMENT WITH THE EDUCATION, BONUS AND PAY BENEFITS

BENEFIT	Potential Enlistees		Current Reservists	
	Non-Prior Service	Veterans	Army National Guard	Other Reserve Components
Education:				
Conservative estimate	\$247.00	\$377.69	\$148.10	\$160.57
Liberal estimate	393.49	595.14	231.68	260.34
Bonus	306.07	608.59	199.33	182.64
Pay	646.21	1029.24	270.83	331.10

Approach #3 -- Comparison of the Maximum Percent Favorable with Each Benefit with Each Sample

Two of the benefits have maximum levels, e.g., education and length of enlistment. It is not practical to reduce enlistment below one year. Similarly, it is not practical to pay more than 100% of tuition costs. A comparison of these benefits at their maximum level appears in Table 3-20.

This table shows that the reduced length of initial enlistment benefit is less effective at the maximum level than the educational benefit. Since the maximum levels of each are natural limits for the respective benefits, the educational benefit is a more effective benefit.

TABLE 3-20. THE MAXIMUM PERCENT FAVORABLE WITH EDUCATION AND LENGTH OF ENLISTMENT BENEFITS FOR EACH SAMPLE

BENEFIT	<u>Potential Enlistees</u>		<u>Current Reservists</u>	
	Non-Prior Service	Veterans	Army National Guard	Other Reserve Components
Education (100% tuition)	73.1	57.3	75.4	76.4
Length (1 year)	55.7	36.1	--	

Are the Responses to the Benefits Inflated?

Hypothetical choice data is often confounded by unrealistic enthusiasm. People are often more enthusiastic when they are merely thinking about a



choice than when making the choice. There is evidence<sup>1)</sup> that indicates that the propensity to enlist or to extend enlistment with each benefit is somewhat inflated. Ideally, exact numbers of people who would enlist/extend at each benefit level could be determined. Unfortunately, a calibration to provide this data is not available. A best estimate might be the percent of people saying that they would definitely enlist/extend at each benefit level.<sup>2)</sup> Table 3-21 presents the percent of respondents in each sample who reported that they would "definitely enlist/extend" with each level of each benefit.

### 3.4 Perceptual, Attitudinal and Motivational Variables Analysis

#### 3.4.1 Analysis Plan

A four-step data analytic strategy was used for analyzing (1) life goal achievability; (2) life goal importance; (3) the achievability of reasons for joining the Guard/Reserve; (4) the importance of reasons for joining the Guard/Reserve; (5) likelihood of situations occurring in the Guard/Reserve; and (6) attitudes toward organizations and groups. The purpose of each of the four steps is outlined below.

##### Step 1. Mean Ratings Analysis

This step examined the ratings for each statement and compared them in terms of high and low ratings (for example, importance) both within and between samples.

##### Step 2. Correlations and Multiple Regression Analysis

The correlations were used to examine the relationship between the ratings of each statement and enlistment/extension of enlistment propensity. This analysis sought to determine whether there was a relation between the responses to each question and enlistment/extension of enlistment propensity.

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1) This evidence is detailed in Volume II.

2) This assumes effective communication of the benefits and frequent opportunity to enlist/extend.

TABLE 3-21. PERCENT OF RESPONDENTS WHO STATED THEY WOULD DEFINITELY ENLIST/  
EXTEND THEIR ENLISTMENT AT EACH BENEFIT LEVEL

BENEFIT	Potential Enlistees		Current Reservists	
	Non-Prior Service	Veterans	Army National Guard	Other Reserve Components
<u>Educational Assistance:</u>				
25%	1.5	1.1	9.0	11.8
50%	4.6	2.8	15.3	17.1
75%	10.8	6.3	24.0	27.5
100%	21.2	16.3	36.0	39.8
<u>Bonus:</u>				
\$250	1.5	.4	5.9	6.9
\$500	2.8	.8	8.4	8.9
\$1100	4.8	1.7	14.4	14.4
\$2200	8.2	5.5	22.7	24.4
<u>Pay Increase:</u>				
10%	1.7	.8	7.5	7.1
20%	2.2	.8	10.4	10.2
50%	4.1	2.6	21.0	20.4
<u>Length of Enlistment:</u>				
4 years	1.7	.4	--	--
2 years	4.3	1.2	--	--
1 year	8.6	2.4	--	--



Multiple regression analysis is designed to select a composite set of questions which together can provide the best prediction of enlistment/extension of enlistment propensity. A related analysis is termed stepwise multiple regression. In stepwise multiple regression, the questions forming the composite were ordered in terms of the decreasing contribution each made to the prediction of enlistment/extension of enlistment propensity. The statistic used to determine how well multiple regression equations predict enlistment/extension of enlistment propensity is the multiple R. Values greater than .30 were considered here as worthwhile mentioning and values above .50 were considered significant.

The multiple regression analyses were cross-validated. That is, a test was done to insure that the results of the multiple regression were stable and not simply a result of sample data fluctuations.

### Step 3. Factor Analysis

Due to the diversity of the questions composing each section (life goals, reasons, etc.), it would be expected that a smaller number of types of situations (factors) can be selected which would represent the larger set, each of which is relatively independent of the others. Factor analysis is a technique for consolidating a number of diverse situations/questions into relatively homogeneous factors which "underlie" the larger set. In this study, this technique was used to develop factors which could be used both to understand the relationships observed, as well as to predict enlistment/extension of enlistment propensity.

### Step 4. Factorially Homogeneous Item Dimension Analyses (FHID's)

This technique uses the underlying factors from the factor analysis to predict enlistment/extension propensity. It helps the reader to understand not only how good the prediction is using these derived factors, but it also can tell the reader which underlying factors are most predictive of enlistment/extension of enlistment. Multiple R values were used as an index of how well the FHID's identified could predict enlistment/extension of enlistment.

This section presents only the results from the two most critical and informative analytic steps -- that is, mean ratings analyses and FHID analyses. The mean ratings analyses enable the reader to look at each question individually and relate it to other questions for a given sample and across samples. The FHID analyses allow the reader to determine how well enlistment/extension of enlistment propensities can be predicted using stable and meaningful constructs identified in earlier analyses.

All statistical analyses are presented in Volume II.

#### 3.4.2 Values and Beliefs about Life Goal Importance and Their Achievability in the Guard/Reserve

Significant decisions usually involve consideration of basic values. Such values are relatively enduring and decisions made are generally consistent with what is valued. It is reasonable to think that the decision to enlist or extend enlistment in the Guard or Reserve is significant. If basic values play a role in how a significant decision is made, it is then reasonable to explore the relationship between significant values and propensity to enlist or extend enlistment.

"Life goals" is the term adopted by previous investigators when considering basic values, objectives consistent with basic values or derivatives of basic values. For the sake of consistency, the term "life goals" is also used in this study. It would be expected that the decision whether to enlist/extend enlistment in the Guard/Reserve or only to pursue civilian activities or work is dependent on the degree to which an individual's life goals are viewed as more achievable with each alternative.

Nine life goals which had shown promising relationships to enlistment propensity in the active forces in a study performed by Market Facts in Spring 1976 were identified. Seven of these life goals could be related to the 36 basic values isolated by Rokeach (The Nature of Human Values, The Free Press, 1973). The other two appear to be specific derivatives of basic values.

Five additional values isolated by Rokeach which intuitively seemed related to enlistment or extension of enlistment in the Guard and Reserve were also selected.



The life goals that were examined were:

- . Work that is challenging.
- . Participating in activities that are exciting and adventurous.
- . Making good money.
- . Being able to make my own decisions on the job.
- . Obedience.
- . A warm, happy family life.
- . Being patient and working a long time to get what I want.
- . Developing my potential.
- . Job security -- a steady job.
- . Working for a better society.
- . Learning as much as I can.
- . Recognition and status.
- . A comfortable life without a lot of problems.
- . A country protected from attack.

#### Life Goal Achievability and Importance -- Mean Ratings Analyses

Potential Enlistees and Current Reservists viewed as most achievable in civilian occupations, "making good money", "a warm, happy family life", and "being able to make my own decisions." Seen as more achievable in the Guard/Reserve were "a country protected from attack", "job security -- a steady job" and "obedience." The only life goal which was viewed differentially by the samples in terms of its attainability in a civilian activity or in the Guard/Reserve was "working for a better society." Some Potential Enlistees (NPS) and, to a lesser extent, some Current Reservists (ARNG) saw this goal as more achievable in Guard/Reserve activities.

Potential Enlistees and Current Reservists tended to differ only slightly in their importance ratings of life goals. All generally rated as most important "developing my potential", "a warm, happy family life", "a country

protected from attack", and "learning as much as I can." Rated as least important were "recognition and status", "obedience", "being patient and working a long time to get what I want", and "participating in activities that are exciting and adventurous."

Tables 3-22 through 3-25 combine the importance and achievability ratings with the life goals rank ordered in terms of importance for each sample. For Potential Enlistees and Current Reservists, "a country protected from attack" and "job security -- a steady job" tended to be the only life goals rated among the most important life goals and more achievable in the Guard/Reserve.

#### Life Goal Achievability -- FHID Analyses

The achievement of two basic types of life goals (identified by two FHID's) seems to be related to enlistment/extension of enlistment propensity. For Potential Enlistees, these were (1) job status and money goals and (2) security and obedience; and for Current Reservists, these were (1) job status and actualization goals and (2) security and obedience. The exceptionally important and slightly different first FHID for the Potential Enlistees samples as compared to that of the Current Reservists samples seems to be a function of the Potential Enlistees sample's greater concern with shorter range and immediate monetary goals and the Current Reservists sample's greater concern with longer range job actualization in the Guard/Reserve goals.

The multiple R values obtained indicate that the FHID's derived for life goal achievability provide for only moderate prediction of enlistment propensities for the Potential Enlistees samples. One might suspect that either critical life goals were not included in the interview or else life goal achievability as phrased here is not a major factor contributing to the decision to enlist for these groups. On the other hand, the multiple R values for the Current Reservists samples provide satisfactory levels of prediction. This might imply that perceived achievement of life goals in the Guard/Reserve will be much more of a factor in this group's decision



TABLE 3-22. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
POTENTIAL ENLISTEES (NON-PRIOR SERVICE SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p>	
<p>Developing my potential</p> <p>Learning as much as I can</p> <p>A warm, happy family life</p> <p>Being able to make my own decisions on the job</p> <p>Making good money</p>	<p>A country protected from attack</p> <p>Job security -- a steady job</p>
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p>	
<p>Work that is challenging</p> <p>A comfortable life without a lot of problems</p> <p>Participating in activities that are exciting and adventurous</p> <p>Being patient and working a long time to get what I want</p> <p>Recognition and status</p>	<p>Working for a better society</p> <p>Obedience</p>

TABLE 3-23. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
POTENTIAL ENLISTEES (VETERANS SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p> <div> <div> Developing my potential  Learning as much as I can  A warm, happy family life    Being able to make my own  decisions on the job  Work that is challenging </div> <div> A country protected from attack    Job security -- a steady job </div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p> <div> <div> Making good money  Working for a better society  A comfortable life without a  lot of problems  Participating in activities that  are exciting and adventurous  Being patient and working a long  time to get what I want    Recognition and status </div> <div> Obedience </div> </div>	



TABLE 3-24. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
CURRENT RESERVISTS (ARMY NATIONAL GUARD SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p> <div> <div>A warm, happy family life</div> <div>Developing my potential</div> <div>Learning as much as I can</div> <div>Being able to make my own decisions on the job</div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p> <div> <div>Making good money</div> <div>Work that is challenging</div> <div>A comfortable life without a lot of problems</div> <div>Being patient and working a long time to get what I want</div> <div>Participating in activities that are exciting and adventurous</div> <div>Recognition and status</div> </div>	

TABLE 3-25. LIFE GOAL ACHIEVABILITY RANK ORDERED IN TERMS OF IMPORTANCE --  
CURRENT RESERVISTS (OTHER RESERVE COMPONENTS SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT PERSONALLY</u></p> <div> <div>Developing my potential</div> <div>A warm, happy family life</div> <div>Learning as much as I can</div> <div>Being able to make my own decisions on the job</div> <div>Work that is challenging</div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT PERSONALLY</u></p> <div> <div>Making good money</div> <div>Working for a better society</div> <div>A comfortable life without a lot of problems</div> <div>Participating in activities that are exciting and adventurous</div> <div>Being patient and working a long time to get what I want</div> <div>Recognition and status</div> </div>	
<div> <div>A country protected from attack</div> <div>Job security -- a steady job</div> </div>	<div> <div>Obedience</div> </div>



to extend enlistment. For all of these groups, perceived achievement of job status and actualization goals seems to be a dominant factor affecting enlistment/extension decisions.

### 3.4.3 Reasons for Joining the Guard/Reserve and their Expected Achievability

Specific reasons for enlisting/extending enlistment in the Guard/Reserve can be identified. Since these reasons are, generally, more specific than life goals they might be expected to relate more directly to enlistment/extension propensities when their perceived relative achievability in the Guard/Reserve or civilian activity is taken into account.

Eight such "core" reasons selected as applicable across Potential Enlistees and Current Reservists were selected for study and were used both for importance and achievability questions. One additional reason was identified as specific to both Potential Enlistees samples (NPS and Veterans) and two additional reasons as specifically appropriate for the Veterans sample. Along with the eight core reasons, four additional reasons, derived from the life goals, were included among the achievability questions. These questions, along with "developing my potential", served as part of the reliability test discussed in Volume II, Section 6.0. Since they also seemed to be more specific than some of the other life goals, they were included in the multivariate analyses.

The reasons that were selected for study were:

- . Doing work that is challenging.
- . Being a member of a team.
- . Learning as much as I can.
- . Making good money.
- . Serving my country.
- . Making good friends.
- . Serving my community.
- . Having good benefits.
- . Developing my potential.
- . Having a chance to use my hobbies or interests.
- . Gaining recognition and status.
- . Working for a better society.

- . Training to prepare me for a civilian job (NPS and Veterans only).
- . Chance to maintain grade (Veterans only).
- . Chance to maintain MOS (Veterans only).

Reasons for Joining the Guard/Reserve, Achievability and Importance --  
Mean Ratings Analysis

Viewed as more achievable in the Guard/Reserve by Potential Enlistees and Current Reservists were "serving my country" and "being a member of a team." No other reasons were viewed by any of the samples as having greater achievability in the Guard/Reserve.

Reasons viewed by individual samples of Potential Enlistees as having greater achievability in the Guard/Reserve were, by the NPS sample, "working for a better society", "serving my country", and "having good benefits"; by the Veterans sample, "having good benefits." Reasons viewed by individual samples of Current Reservists as having greater achievability in Guard/Reserve were, by the ARNG sample, "serving my community", "working for a better society", and "making good friends"; by the ORC sample, "being a member of a team" and "serving my country." Those reasons generally seen as most achievable in civilian life by Potential Enlistees and Current Reservists were "making good money" and "having a chance to use my hobbies and interests."

The Potential Enlistees samples tended to show almost complete agreement on the relative importance of the reasons most important for joining the Guard/Reserve. The most important were "developing my potential", "for good benefits", "opportunity to serve my country", and "opportunity to make good friends." All reasons, however, were rated by the NPS sample as more important than the Veterans (or Current Reservists) sample.

The Current Reservists samples seemed to show strong agreement with each other. Current Reservists considered as most important the reasons "opportunity to serve my country", "opportunity to make good friends", and "being a member of a team." Also considered highly important were "opportunity to serve my community" by the ARNG sample and "develop my potential" by the ORC sample. Generally viewed as least (but still somewhat) important by the Current Reservists samples was "chance to use my hobbies or interests." Interestingly, "training to prepare me for a civilian job" was rated lower in importance by both the Potential Enlistees samples than many other reasons.



It is informative to compare the reasons viewed as important for joining the Guard/Reserve with those deemed more achievable in the Guard/Reserve. Tables 3-26 through 3-29 show this analysis for the Potential Enlistees and Current Reservists samples. "Serving my country" was the only reason rated by all Potential Enlistees as well as the Current Reservists both as an important reason for joining the Guard/Reserve and as more achievable in the Guard/Reserve. Of the Current Reservists, only for the ARNG sample were the most important reasons for joining the Guard/Reserve the same ones seen as most achievable in the Guard/Reserve. The ORC sample saw the more important reasons for joining the Guard/Reserve of "developing my potential" and "making good friends" as more achievable in civilian activities. These same three reasons were seen as more important by Potential Enlistees.

#### Reason Achievability -- FHID Analyses

Two basic types of reasons seem to be related to enlistment/extension of enlistment propensity. These are (1) job actualization and money reasons and (2) service reasons, with the former much more important than the latter.

The multiple R values obtained indicate that the FHID's derived for the achievement of reasons for joining the Guard/Reserve provide for only moderate prediction of enlistment propensity for the Potential Enlistees samples. In a manner analogous to that discussed in "life goals", one might suspect that either critical reasons were left out; or, more likely, reasons such as those indicated here only form part of the input to the decision to enlist.

For the Current Reservists, prediction is more accurate. Job actualization and money reasons plus (less importantly) service considerations might be suggested as potential reasons important in the extension of enlistment decision.

#### 3.4.4 Life Goal and Reason Achievability -- FHID Analyses

In an exploratory attempt to gain a better understanding of the concepts underlying enlistment/extension of enlistment, the FHID's developed for

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TABLE 3-26. ACHIEVABILITY OF REASONS FOR JOINING GUARD/RESERVE IN TERMS OF IMPORTANCE -- POTENTIAL ENLISTEES (NON-PRIOR SERVICE SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<u>MORE IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u>	
Developing my potential	Having good benefits
Making good friends	Serving my country
<u>LESS IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u>	
Making good money	Serving my community
Having a chance to use my hobbies or interests	Being a member of a team

TABLE 3-27. ACHIEVABILITY OF REASONS FOR JOINING GUARD/RESERVE IN TERMS OF IMPORTANCE - POTENTIAL ENLISTEES (VETERANS SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p style="text-align: center;"><u>MORE IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p> <div> <div>Developing my potential</div> <div>Making good friends</div> </div>	
<p style="text-align: center;"><u>LESS IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p> <div> <div>Serving my community</div> <div>Making good money</div> <div>Having a chance to use my hobbies or interests</div> </div>	
<div> <div>Having good benefits</div> <div>Serving my country</div> </div>	<div> <div>Being a member of a team</div> </div>



TABLE 3-28. ACHIEVABILITY OF REASONS FOR JOINING GUARD/RESERVE IN TERMS OF IMPORTANCE -- CURRENT RESERVISTS (ARMY NATIONAL GUARD SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p><u>MORE IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p>	
	<p>Serving my country</p> <p>Making good friends</p> <p>Serving my community</p> <p>Being a member of a team</p>
<p><u>LESS IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p>	
<p>Having good benefits</p> <p>Making good money</p> <p>Developing my potential</p> <p>Having a chance to use my hobbies or interests</p>	

TABLE 3-29. ACHIEVABILITY OF REASONS FOR JOINING GUARD/RESERVE IN TERMS OF IMPORTANCE -- CURRENT RESERVISTS (OTHER RESERVE COMPONENTS SAMPLE)

MORE ACHIEVABLE IN CIVILIAN ACTIVITY	MORE ACHIEVABLE IN GUARD/RESERVE
<p data-bbox="537 579 1247 611" style="text-align: center;"><u>MORE IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p> <div data-bbox="282 711 626 789"> <p>Making good friends</p> <p>Developing my potential</p> </div>	
<p data-bbox="537 1020 1247 1052" style="text-align: center;"><u>LESS IMPORTANT REASONS FOR JOINING GUARD/RESERVE</u></p> <div data-bbox="282 1110 776 1304"> <p>Having good benefits</p> <p>Serving my community</p> <p>Making good money</p> <p>Having a chance to use my hobbies or interests</p> </div>	



achievability of life goals and achievability of reasons for joining the Guard/Reserve were combined into a single analysis. Predictability of enlistment/extension of enlistment was not measurably improved. What was dramatically shown, however, was that for Current Reservists from both a life goals and reasons for joining perspective, job actualization and job status concerns are the better predictors of extension of enlistment propensity, with money considerations a secondary concern. For the Potential Enlistees, job actualization and money concerns are the better predictors of enlistment propensity.

3.4.5 Likelihood of Conditions Occurring While in or As A Result of Being in the Guard/Reserve

An individual's attitudes toward the Guard/Reserve can be expected to be strongly influenced by his expectations concerning specific conditions and requirements that may occur or continue to occur if he enlists/extends enlistment in the Guard/Reserve. One would think that the more the individual believes that outcomes positively related to propensity exist, the more likely he will be to enlist/extend enlistment; and, the greater the number of outcomes negatively related to propensity that he believes exist, the less likely he will be to enlist/extend enlistment.

The perceived likelihood of various conditions occurring and the interrelationships between those expectations and enlistment/extension of enlistment propensity were examined. Seven conditions were presented to Potential Enlistees and Current Reservists, two additional ones were asked of only the Potential Enlistees and seven additional conditions were presented only to Current Reservists.

The situations presented included:

- . A system of promotions that would be fair.
- . Would take too much time away from your family.
- . Would result in the chance of your being called to active duty in case of war or emergency (Potential Enlistees only).

- . Good opportunity for promotions.
- . Having military supervisors who would hassle or harrass you.
- . Would have your hair cut short (Potential Enlistees only).
- . Would attend drills that are a waste of time.
- . Cause you problems with your job because of National Guard or Reserve obligations.
- . The unit training assemblies would prepare you for mobilization for emergencies such as floods, riot patrols, etc. (Current Reservists only).
- . The instructors would be well qualified to teach their subjects (Current Reservists only).
- . You would have modern, up-to-date training equipment (Current Reservists only).
- . Unit training assemblies would prepare you to be combat ready (Current Reservists only).
- . Classes would be cancelled or scheduled at the last minute without much planning (Current Reservists only).
- . You would be well informed by the Guard about general Guard information such as training schedules, changes, qualification tests, etc. (Current Reservists only).
- . Summer training camp would prepare you to be combat ready (Current Reservists only).
- . Would take too much time away from your personal and social activities.

Likelihood of Conditions Occurring While in or As A Result of Being in the Guard/Reserve -- Mean Ratings Analyses

In an absolute sense, Potential Enlistees viewed as more than somewhat likely "the chance of your being called to active duty in case of war or emergency." Also viewed as more than somewhat likely by the Veterans was "would have your hair cut short." Among the Current Reservists, none of the situations were viewed as more than somewhat likely.



It is useful to look at each sample individually in terms of what conditions they perceived to be relatively more likely or less likely to occur. It should be noted that since this is a relative analysis, individual conditions seen as more likely for one sample may be rated, in an absolute sense, lower than another condition seen by some other samples as less likely to occur in the Guard or Reserve.

Table 3-30 shows such an analysis for the Potential Enlistees and Table 3-31 shows that same data for the Current Reservists.

Between the Potential Enlistees samples (NPS and Veterans) there is more agreement in expectations about what conditions are more likely to occur in the Guard/Reserve ("would result in the chance of your being called to active duty in case of war or emergency" and "would have your hair cut short") than agreement about what is less likely to occur (only agreeing on "cause you problems with your job because of National Guard or Reserve obligations"). It might be concluded that there is a great deal of difference between Non-Prior Service men and Veterans in the expectations each of these samples has about what Guard/Reserve service is likely to entail.

On the other hand, considerable agreement on how Guard/Reserve service is viewed is apparent in comparing the more likely and less likely situations described by the Current Reservists samples. These groups agreed on four out of the five more likely to occur situations and three out of the five least likely to occur situations. Their responses seem to suggest that drills are not adequately preparing them to be combat ready, that the equipment they are training with is outdated, and that they are encountering problems with respect to the time requirements of Guard/Reserve duty. Interestingly, neither group indicated that they had problems with their jobs because of the Guard/Reserve obligation. Satisfaction would also seem to be present with the current policy of informing these Guardsmen and Reservists of training schedules, changes, qualification tests, etc.

TABLE 3-30. LIKELIHOOD OF CONDITIONS OCCURRING WHILE IN OR AS A RESULT OF BEING IN THE GUARD/RESERVE -- POTENTIAL ENLISTEES (NON-PRIOR SERVICE AND VETERANS SAMPLES)

NPS	Veterans
<u>MORE LIKELY SITUATIONS TO OCCUR IN GUARD/RESERVE</u>	
Would result in the chance of your being called to active duty in case of war or emergency	Would have your hair cut short.
Good opportunity for promotions	Would result in the chance of your being called to active duty in case of war or emergency
Would have your hair cut short	Would attend drills that are a waste of time
A system of promotions that would be fair	Having military supervisors who would hassle or harrass you
Would take too much time away from your family	Would take too much time away from your personal and social activities
<u>LESS LIKELY SITUATIONS TO OCCUR IN GUARD/RESERVE</u>	
Would take too much time away from your personal and social activities	Would take too much time away from your family
Have military supervisors who would hassle or harrass you	Good opportunity for promotions
Would attend drills that are a waste of time	A system of promotions that would be fair
Cause you problems with your job because of National Guard or Reserve obligations	Cause you problems with your job because of National Guard or Reserve obligations



TABLE 3-31. LIKELIHOOD OF CONDITIONS OCCURRING WHILE IN OR AS A RESULT OF BEING IN THE GUARD/RESERVE -- CURRENT RESERVISTS (ARMY NATIONAL GUARD AND OTHER RESERVE COMPONENTS SAMPLES)

ARNG	ORC
<u>MORE LIKELY SITUATIONS TO OCCUR IN GUARD/RESERVE</u>	
You would be well informed by the Guard about general Guard information such as training schedules, changes, qualification tests, etc.	You would be well informed about general Reserve information such as training schedules, changes, qualification tests, etc.
The unit training assemblies would prepare you for mobilization for emergencies such as floods, riot patrols, etc.	Would take too much time away from your family
Would take too much time away from your family	Would take too much time away from your personal and social activities
Would take too much time away from your personal and social activities	Would attend drills that are a waste of time
Would attend drills that are a waste of time	The instructors would be well qualified to teach their subjects
<u>LESS LIKELY SITUATIONS TO OCCUR IN GUARD/RESERVE</u>	
Classes would be cancelled or scheduled at the last minute without much planning	Summer training camp would prepare you to be combat ready
You would have modern, up-to-date training equipment	Cause you problems with your job because of National Guard or Reserve obligations
Cause you problems with your job because of National Guard or Reserve obligations	Unit training assemblies would prepare you to be combat ready
Unit training assemblies would prepare you to be combat ready	You would have modern, up-to-date training equipment
Having military supervisors who would hassle or harrass you	The unit training assemblies would prepare you for mobilization for emergencies such as floods, riot patrols, etc.

### Likelihood of Conditions Occurring While in Or As A Result of Being in the Guard/Reserve -- FHID Analyses

Four basic types of conditions (three per sample) seem to be related to enlistment/extension of enlistment propensity. These are (1) time and job problems (all samples); (2) compulsory actions/functions (Potential Enlistees); (3) training and preparedness (Current Reservists); and (4) promotions (Potential Enlistees and Current Reservists).

The multiple R values obtained indicate that the FHID's derived for the likelihood of conditions occurring while in or as a result of being in the Guard/Reserve for the Potential Enlistees show a low relationship with enlistment intention. None of the three FHID's seems to be very useful.

For the Current Reservists, prediction was considerably more accurate. The pattern of the importance weights suggests that the most important condition is time problems, with the more a current Guardsman/Reservist feels such a problem exists the less likely he is to demonstrate a positive extension of enlistment intention. On the other hand, the better he sees his training preparedness and the greater the opportunity for and fairness in giving out promotions, the more likely he is to show a higher extension propensity.

#### 3.4.6 Attitudes toward Organizations and Groups

People tend to differ in the degree to which they want to work and recreate with other people. Some people are loners, others are so gregarious that they must always have the company of other people. This behavioral distinction is important for the problem of accession and retention in the Guard and Reserve. The Guard and Reserve are group activities. They tend to offer the opportunity for comradery, uniquely shared experiences and a "clubiness" which is attractive to some people. However, this affiliative dimension is only one dimension of attraction. Other dimensions, e.g., skill enhancement, social status, military association, also exist and can attract men who may not be attracted for gregarious reasons. Thus, knowing the



relation between gregariousness motivation and propensity has implications for how this motive is to be weighted relative to the other motivational possibilities.

Twelve attitudinal questions were asked:

- . The Reserve forces are highly respected in my community (not asked of ARNG).
- . I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble.
- . I would be proud to be a member of the National Guard or Reserve.
- . In my spare time, I prefer doing things with others rather than being by myself.
- . I've always liked the idea of wearing a uniform.
- . I like to belong to organizations or groups which help me find more interesting things to do than being on my own.
- . The National Guard is highly respected in my community (not asked of ORC).
- . Our country is too militaristic.
- . Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while.
- . I like to become involved in projects in my community.
- . The National Guard or Reserve is a place to meet good buddies and make lasting friendships.
- . The National Guard or Reserve offers an opportunity to become involved in projects in my community.

#### Attitudes toward Organizations and Groups -- Mean Ratings Analyses

Current Reservists were more than somewhat in agreement with the statement that "I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble." The NPS sample of the Potential Enlistees was also more than somewhat in agreement. The Veterans sample, however, was less than somewhat likely to be in agreement. Both samples of the Current Reservists were also more than somewhat in agreement with the statements that "in my spare time, I prefer doing things with others rather than being by myself", but only the ORC sample agreed more than somewhat with the statement that "I like to become involved in projects in my community" and "the National Guard and Reserve is a place to meet good buddies and make lasting friendships."

It is useful to look at each sample individually in terms of what statements they were relatively in more agreement with. It should be noted that since this is a relative analysis, individual statements more agreed with by one sample may be rated, in an absolute sense, lower than another statement less agreed with by other samples. Table 3-32 shows such an analysis for the Potential Enlistees and Table 3-33 shows that same data for the Current Reservists.

Table 3-32 shows that Potential Enlistees samples expressed the most agreement to four of the same statements and the least agreement to three of the same statements. Table 3-33 shows that Current Reservists samples both showed the most agreement with the same five statements and the least agreement with the same five statements.

#### Attitudes toward Organizations and Groups -- FHID Analyses

Three basic attitude constructs derived for the Potential Enlistees samples and three derived for the Current Reservists samples (all identified by the FHID's) seem to be related to enlistment/extension of enlistment intention. For the Potential Enlistees samples, these are (1) community respect; (2) gregariousness (a group-preference construct); and (3) new friendships and environment. For the Current Reservists samples, these are (1) work; (2) gregariousness; and (3) militarism.



TABLE 3-32. AGREEMENT WITH ATTITUDE STATEMENTS -- POTENTIAL ENLISTEES  
(NON-PRIOR SERVICE AND VETERANS SAMPLES)

NPS	Veterans
<p style="text-align: center;"><u>MORE AGREE</u></p> <p>I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble</p> <p>In my spare time, I prefer doing things with others rather than being by myself</p> <p>The National Guard is highly respected in my community</p> <p>The National Guard or Reserve is a place to meet good buddies and make lasting friendships</p> <p>The Reserve forces are highly respected in my community</p> <p>The National Guard or Reserve offers an opportunity to become involved in projects in my community</p>	
<p style="text-align: center;"><u>LESS AGREE</u></p> <p>I like to become involved in projects in my community</p> <p>I like to belong to organizations or groups which help me find more interesting things to do than being on my own</p> <p>Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while</p> <p>I would be proud to be a member of the National Guard or Reserve</p> <p>Our country is too militaristic</p> <p>I've always liked the idea of wearing a uniform</p>	
<p>I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble</p> <p>In my spare time, I prefer doing things with others rather than being by myself</p> <p>I like to become involved in projects in my community</p> <p>The National Guard or Reserve is a place to meet good buddies and make lasting friendships</p> <p>I like to belong to organizations or groups which help me find more interesting things to do than being on my own</p> <p>The National Guard is highly respected in my community</p>	
<p>The Reserve forces are highly respected in my community</p> <p>The National Guard or Reserve offers an opportunity to become involved in projects in my community</p> <p>Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while</p> <p>I would be proud to be a member of the National Guard or Reserve</p> <p>Our country is too militaristic</p> <p>I've always liked the idea of wearing a uniform</p>	

TABLE 3-33. AGREEMENT WITH ATTITUDE STATEMENTS -- CURRENT RESERVISTS  
(ARMY NATIONAL GUARD AND OTHER RESERVE COMPONENTS SAMPLES)

ARNG	ORC
<u>MORE AGREE</u>	
I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble	In my spare time, I prefer doing things with others rather than being by myself
In my spare time, I prefer doing things with others rather than being by myself	I like the idea of belonging to a group such as volunteer firemen or civil defense which helps people when they have trouble
The National Guard or Reserve is a place to meet good buddies and make lasting friendships	I like to become involved in projects in my community
I like to become involved in projects in my community	The National Guard or Reserve is a place to meet good buddies and make lasting friendships
I like to belong to organizations or groups which help me find more interesting things to do than being on my own	I like to belong to organizations or groups which help me find more interesting things to do than being on my own
I would be proud to be a member of the National Guard or Reserve	I would be proud to be a member of the National Guard or Reserve
<u>LESS AGREE</u>	
Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while	Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for a while.
The National Guard is highly respected in my community	The Reserve forces are highly respected in my community
I've always liked the idea of wearing a uniform	The National Guard or Reserve offers an opportunity to become involved in projects in my community.
The National Guard or Reserve offers an opportunity to become involved in projects in my community.	I've always liked the idea of wearing a uniform
Our country is too militaristic	Our country is too militaristic



The multiple R values obtained indicate that only moderate success was observed in predicting enlistment intentions for the Potential Enlistees samples. The most important attitude dimension in predicting enlistment was "new friendships and environments." It would be expected that attitudes other than those included here in addition to other considerations would be involved in the enlistment decision.

On the other hand, for the Current Reservists samples, prediction was considerably more accurate. This was due to the almost overwhelming importance of a single underlying dimension -- pride in the Guard/Reserve and pride in Guard/Reserve work as performed in a new environment. This factor is highly consistent with the job actualization needs cited earlier.

#### 3.4.7 Influencers

The decision by an individual to enlist or extend enlistment is not made in a vacuum. It can be hypothesized that the decision, for many individuals, will be affected if not determined by the reactions of the individuals with whom they have actively discussed enlistment/extension of enlistment. This hypothesis was explored.

An influencer was defined as anyone with whom an individual spoke about enlisting or extending enlistment. For Potential Enlistees, recruiters/career counselors were consulted more than twice as often as any other potential influencer. For Current Reservists, other members of the Guard/Reserve along with career counselors were the primary potential influencers. Wives/girlfriends also were frequently consulted by Current Reservists. For both Potential Enlistees and Current Reservists, employers and parents were identified as least frequently consulted.

For both Potential Enlistees and Current Reservists, the major source of encouragement for joining or remaining in the Guard/Reserve<sup>1)</sup> was provided by individuals currently in the Guard or Reserve. Thus, word of mouth from current Guardsmen/Reservists both to other Guardsmen/Reservists and to individuals not in the service seems, on the average, to be operating as a positive influence on enlistment and extension of enlistment.

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1) It was assumed that recruiters/career counselors encouraged them to enlist or remain in the Guard/Reserve. As such, the encouragement question was not asked for recruiters/career counselors.

Wives/girlfriends were observed as having the largest influence against enlisting/extending enlistment for both Potential Enlistees and Current Reservists. Interestingly, for the NPS sample, employers are a much stronger source of encouragement than for any of the other samples. This suggests that the relation between the current campaign to obtain industry cooperation and enlistment should be looked at more carefully.

#### Influencers' Effects on Enlistment/Extension of Enlistment

Correlational analyses were conducted which attempted to relate enlistment/extension of enlistment propensity to consultation and encouragement by various influencers. Analyses included relating influencers with sufficient consultations directly to enlistment after weighting by the degree of encouragement or discouragement given. This was done for each sample. No statistical relations were observed which accounted for more than 5% of the variance.

As noted earlier, the three variables -- employment, occupational status, and length of enlistment -- were combined into a composite variable, employment index (EI). EI was used to compare respondents consulting and not consulting career counselors and recruiters. Statistically significant results were found only for the NPS sample ( $Z = 2.36$ ,  $p < .01$ ) among the Potential Enlistees with individuals consulting recruiters observed to have higher EI scores. This suggests that individuals who are more stable members of the work force tend to be more likely to consult with recruiters and that for these people full-time work may not be incompatible with part-time service in the Guard/Reserve.

#### 3.4.8 The Influence of Military Expectations, Perceptions and Experiences

Military expectations, perceptions and experiences can all be anticipated to have a substantial influence on an individual's decision to enlist/extend enlistment. For the NPS sample, among the Potential Enlistees, these expectations and perceptions can be the result either of efforts initiated



by them to learn about the Guard/Reserve or of the efforts initiated by others (for example, friends, media, etc.). Their direct experiences will largely be limited to their own efforts to enlist in these services. The Veterans, since they already have been in the military, in making any decision involving taking on further military obligations, can be expected to be strongly influenced by their prior experiences and their evaluation of (satisfaction or dissatisfaction with) those experiences.

Current Reservists have the most direct and current knowledge of the benefits and obligations of Guard/Reserve service. Unlike the Veterans who must rely on their memories to recall what military life was like, these respondents have only to consider their current satisfactions and dissatisfactions.

The expectations, perceptions and experiences of Potential Enlistees and Current Reservists with regard to Guard/Reserve service were examined and the effects of those expectations, perceptions and experiences on satisfaction/dissatisfaction with the Guard/Reserve (for the Current Reservists) and with enlistment/extension of enlistment propensity (for both Potential Enlistees and Current Reservists) were determined.

#### Enlistment Activity

Table 3-34 shows the percentage of respondents who talked to a recruiter/counselor and/or with someone else about enlisting/extension of enlistment. Substantial percentages of Potential Enlistees and Current Reservists have talked to recruiters/career counselors. As the number of respondents attempting to enlist or extend enlistment is small, it can only be concluded that the recruiter and career counselor can play an important role. Their actual effectiveness must be judged by other data.

TABLE 3- 34. INCIDENCE OF TALKING WITH RECRUITER/COUNSELOR AND/OR WITH SOMEONE ELSE ABOUT ENLISTING/EXTENDING ENLISTMENT

RECRUITER/COUNSELOR	Potential Enlistees		Current Reservists	
	NPS	Veterans	ARNG	ORC
Talked	653 34.3	534 54.5	521 26.9	784 40.6
Did not talk	1250 65.7	445 45.4	1413 73.0	1144 59.3
Don't know/refused	1 0.1	1 0.1	1 0.1	1 0.1
<u>SOMEONE ELSE</u>				
Talked	409 21.5	225 26.0	864 44.7	808 41.9
Did not talk	1495 78.5	725 74.0	1071 55.3	1121 58.1

#### Perceived Obligations Among Potential Enlistees

Slightly more than half of the NPS sample (56.5%) indicated that they thought there was a period of active duty for initial training. Only 13.6%, however, were incorrect in their responses -- 29.9% did not know.

NPS respondents correctly reporting that there was an active duty requirement were asked how long that period of duty was. There were significant differences in perceptions. Of those respondents, 45.6% thought less



than three months was required; 16.9% responded that three to four months were required; and 37.5% thought that more than four months was required. Only 46.5% of the eligible respondents, however, gave answers. The rest indicated that they did not know.

Only 41.6% of the NPS sample correctly identified the number of weekends per year required; 18.3% underestimated the number of weekends required; 13.8% overestimated; and 26.3% gave no answer. Among the Veterans, approximately two-thirds (67.2%) were correct with approximately one-tenth underestimating (12.4%), overestimating (10.5%), or answering that they didn't know (9.8%).

Approximately two-thirds of the NPS sample (67.9%) correctly identified summer camp as required. Among the Veterans, 88.1% were correct.

Of those NPS respondents correctly identifying summer camp as a requirement and willing to make an estimate of the number of days required, 61.2% were correct. Of those Veterans respondents correctly identifying summer camp as a requirement and willing to make an estimate of the number of days required, 83.6% were correct.

#### Costs

Potential Enlistees and Current Reservists were asked how much pay they would expect to lose over a year as a result of attending drills. Respondents reported that attending drills would cost them either a great deal or very little. Considering only those responding and employed, nearly half of the Potential Enlistees (NPS = 45.8%; Veterans = 53.1%) and the Current Reservists (ARNG = 46.7%; ORC = 49.5%) felt they would lose nothing. On the other hand, over 25% of both the Potential Enlistees (NPS = 31.8%; Veterans = 24.6%) and Current Reservists (ARNG = 25.8%; ORC = 25.4%) reported that it does or would cost them more than \$500.

The amount of pay lost was correlated with enlistment/extension of enlistment propensity (for Potential Enlistees and Current Reservists) and satisfaction with the Guard/Reserve (ARNG and ORC samples). Only for the Current Reservists samples were significant (low, but statistically significant) correlations observed. Pay lost was observed to correlate with extension of enlistment  $-.15$  for the ARNG, and  $-.20$  for the ORC sample. Pay lost correlated with satisfaction with the Guard/Reserve  $-.14$  for the ARNG, and  $-.18$  for the ORC sample.

Current Reservists samples were asked how much it cost them to attend training assemblies and summer camp. Among those responding, for the ARNG sample, 39.2% felt that their expenses to attend Guard/Reserve assemblies and summer camp were less than \$100; 29% indicated that it cost them \$100 - \$199; and 32.7% indicated that it cost them over \$200 -- approximately half of which thought that it cost them \$200 - \$299. For the ORC sample, 35.9% felt that it cost them less than \$100, 28.3% indicated that it cost them \$100 - \$199; and 35.8% indicated that it cost them over \$200 -- approximately half of which thought it cost them \$200 - \$299. A correlational analysis of the relation between perceived expenses and extension of enlistment propensity and with satisfaction with the Guard/Reserve found no significant relationships. All correlations were less than  $.10$ . These data would indicate that costs directly associated with Guard/Reserve activity are not a weighty consideration in the decision of Current Reservists to extend enlistment.

#### Training Center

##### Awareness of Training Center Locations Among Potential Enlistees

In the NPS sample, 78.8% indicated that they were aware of a training center in their area; 9.9% said there was not one in their area; and 11.3% did not know. In the Veterans sample, 87.0% indicated that they were aware of a training center in their area; 5.9% said there was not one in their



area; and 7.0% indicated that they did not know. While this study did not check on the correctness of their knowledge, it would appear that their knowing whether a training center was available would not be a barrier to accession of Potential Enlistees.

#### Travel Time to Training Centers Among Current Reservists

In the ARNG sample, approximately one-third (32.4%) indicated that the one-way travel time to their regular training center was less than 15 minutes; approximately one-third (31.2%) said it took them 15 to 29 minutes; and approximately one-third said it took them longer than 29 minutes -- half of which thought it took them 30 - 44 minutes.

In the ORC sample, the different components varied so dramatically (Air Reserve had the longest travel time) that an average time can be very misleading. More than half of the respondents (61.8%) reported that it took them less than 45 minutes to get to their training center.

Correlations of travel time with extension of enlistment propensity and with satisfaction with the Guard/Reserve were found to be low (all less than .10). Given that most travel time was less than one hour, and that there was no correlation between travel time and satisfaction, it is unlikely that the amount of time Current Reservists have to travel would be a barrier to extension of enlistment.

#### MOS/Specialty Rating/AFSC in Relation to Veterans' Propensity to Enlist

In an attempt to relate their prior experience in the military with satisfaction with their military experiences and current enlistment propensity, the Veterans were asked whether they received the MOS or Specialty Rating or AFSC they wanted when they joined the service. Of those who expressed a preference, 58% received the MOS they wanted and 42% did not. In terms of their satisfaction with their MOS, 70.4% expressed at least some satisfaction.

Table 3-35 shows the correlation matrix for satisfaction with time in service, satisfaction with MOS, receipt of desired MOS, and enlistment propensity. While all except one of the correlations are statistically significant, only the three correlations between (1) satisfaction with MOS and receipt of desired MOS, (2) satisfaction with time in service and satisfaction with MOS, and (3) satisfaction with time in service and enlistment propensity, account for enough variance to be worth reviewing. The more satisfied the Veteran was with time in the service the more likely he is to have a higher enlistment propensity for the Guard/Reserve and, satisfaction with time in the service seems to be strongly correlated with satisfaction with the MOS he had while in the service. These data suggest that enlistees in the active forces should be encouraged to express a desire for a job specialty. To maximize the propensity of the men for further association with the military every effort should be made to see that a man is trained in his preferred area.

TABLE 3-35. CORRELATION MATRIX FOR SATISFACTION WITH TIME IN SERVICE, RECEIPT OF DESIRED MOS, SATISFACTION WITH MOS, AND INTENTION TO ENLIST FOR THE VETERANS SAMPLE

	Satisfaction With Time In Service	Receipt of Desired MOS	Satisfaction With MOS
Receipt of desired MOS	.08 $p < .01$		
Satisfaction with MOS	.44 $p < .001$	.24 $p < .001$	
Extension of enlistment intention	.26 $p < .001$	.00 $p < .442$	.11 $p < .001$



### Knowledge of Retirement Benefits Among Current Reservists

Eighty-two percent (82%) of the ARNG sample and 71.5% of the ORC sample knew that they had to be in the Guard/Reserve 20 years before receiving retirement benefits. This suggests that interest in this benefit is high. The message has been learned.

### The Effect of Explaining Benefits on Extension of Enlistment Propensity for Current Reservists

Only 41.8% of the ARNG sample and 45.7% of the ORC sample indicated that most of the benefits offered by the Guard/Reserve had been explained to them. Correlations between benefits explained and extension propensity were low for both the ARNG ( $r = .13$ ) and ORC ( $r = .04$ ) samples. Between benefits explained and satisfaction with the Guard/Reserve they were somewhat higher, but still low (for ARNG,  $r = .20$ ; for ORC,  $r = .16$ ). As such, there appears to be only a low but statistically significant relation between benefits explained and extension of enlistment propensity. These data indicate a feeling that not enough of the benefits had been explained. Such feelings should not act as a barrier to extension of enlistment, nor should they rule out the use of new or enhanced benefit information.

### Satisfaction with Time in Service and Propensity to Extend Enlistment Among Current Reservists

For the Veterans sample, satisfaction with time in service tended to correlate at an acceptable level with enlistment intention. A similar analysis was done for Current Reservists where general satisfaction with the Guard/Reserve was correlated with extension of enlistment propensity. Extension of enlistment propensity correlated with general satisfaction with the Reserve/Guard exceptionally well -- for the ARNG sample,  $r = .61$ ,  $p < .001$ ; in the ORC sample,  $r = .60$ ,  $p < .001$ . This result points out the possibility that a general satisfaction index obtained from Current Reservists may be a reasonably good lead indicator of future propensity.

### 3.5 Development of Accession and Retention Strategies

The previous section on perceptions, attitudes and motivations provided many significant results. While implications can be directly drawn from each result, it is more fruitful to combine the results to plan comprehensive strategies. This section suggests an approach for combining data and presents potential strategies which might facilitate accession and retention of enlisted personnel in the Guard/Reserve.

The strategies developed here are based solely on the findings in this study. Whether any or all are implementable will depend upon whether they are compatible with other on-going accession and retention efforts and current DoD policy.

#### 3.5.1 Approach to Generation of Strategies

Two general principles should be followed in the generation of strategies to facilitate accession and retention of enlisted personnel in the Guard/Reserve.

1. Select sets of concepts which are potentially powerful in fostering accession and retention.
2. Identify which conditions of the Guard/Reserve must be retained and which must be dramatically changed in order to make the Guard/Reserve experience consonant with those concepts which foster accession and retention.

The steps involved in applying these principles are as follows:

#### Select the Concepts for a Strategy

The strategy may be based on one or more perceptual, attitudinal or motivational statements examined previously. Some may also be based on a collection of underlying ideas called FHID's. FHID's provide statistically verified,



stable collections of ideas.

The number of concepts selected to create a single strategy should be limited to three or fewer. More would be hard to handle simultaneously.

The selection involves four steps:

1. Choose the concept which is most important (it is necessary to communicate features to which the listener will pay attention).<sup>1)</sup> The importance data is used in this step.
2. Determine if the degree to which the concept is perceived as achievable in the Guard/Reserve is related to propensity to enlist/extend, i.e., examine the correlation of achievability with propensity. (The communications will be designed to change people's beliefs. This correlation indicates whether the change has the potential to influence accession and/or retention.)
3. Repeat the above two steps with the next few concepts. Pick the one which maximizes both the importance ratings and the correlation between achievability and propensity.
4. If more than one concept is being selected make sure they do not duplicate one another.<sup>2)</sup>

Identify Conditions of the Guard/Reserve to be Made Consonant with the Strategy

1. Determine if the concepts selected are already believed i.e., people already feel they are a condition of Guard/Reserve participation. If so, the referrent condition in the Guard/Reserve should be retained and emphasized.
2. If the concept(s) is(are) not believed, then dramatic changes have to be made.

For example, data indicated that the Veterans do not believe that they can

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- 1) Segmentation strategies could be developed using the correlations of important FHID's with intention to enlist/extend. However, the implementation of any strategy seems complex enough without pursuing a segmented one.
  - 2) The FHID's minimize duplication. Single attitude statements may duplicate one another. The factor analyses presented in Volume II indicate the degree of overlap.

retain their long hair. If long hair is one variable in the concept of self-actualizing and this concept were to be selected as a focus of the strategy (it wasn't selected), some policy change would have to be made regarding hair which might dramatically alter the Veterans' beliefs.<sup>1)</sup>

Similarly, Current Reservists do not think that Unit Training Assemblies (UTA's) are worthwhile. Should the concept of becoming combat ready be chosen, UTA activity would have to be markedly upgraded. This may involve policy changes relative to training approaches or technical changes in training activities. In either case, it would require an active effort to make training conditions in the Guard/Reserve consonant with the strategy.

### 3.5.2 Generation of Potential Strategies

Several strategies are presented in this section. Specific tactics for implementing these strategies are also provided. However, these tactics may be impractical or ruled out for policy reasons. They are for illustrative purposes only.

#### Strategy 1. Getting Ahead in the World, Vocationally and Socially

This strategy is applicable to Potential Enlistees and Current Reservists.

##### Step 1. Select the Concept

This strategy evolved from responses of Potential Enlistees and Current Reservists to questions regarding life goals and reasons for enlisting/extending enlistment. It is based on two concepts which were both very important to the respondents and had high correlations between perceived achievability and propensity to enlist/extend enlistment.

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<sup>1)</sup> Ethics require that attempts to change beliefs must be based on making them compatible with the true state of affairs, i.e., in this example, Veterans would not be told they could keep their hair unless it were true.



Concept 1 (From Life Goals Questions)

- . Work that is challenging
- . Participating in activities that are exciting and adventurous
- . Being able to make my own decisions

Concept 2 (From Importance of Reasons Questions)<sup>1)</sup>

- . Making good friends
- . Being a member of a team
- . Developing my potential

Both concepts are similar in that they both refer to self actualization. They differ in the area in which development is sought. One stresses intellectual/vocational expertise development. The other stresses social involvement and social development.

The two concepts could be used to develop separate approaches to the "Getting Ahead" strategy or could be used jointly. There is no reason to suspect that a joint strategy would be more or less efficient than separate strategies. If they are combined, the approach might be to say, "Because Concept 1 is true, then Concept 2 is true," e.g., "Because a Guardsman/Reservist is an expert, he has many friends."

Concept 1, by itself, could be implemented in several ways. The following two may serve as examples. First, expertise involved in the successful completion of exciting and challenging work could be related to decision making. The inference would be that the Guard/Reserve activities would aid in increasing vocational success. To facilitate this approach, the policy of allowing an enlistee to select an area of specialization could be reinstituted. Should the chosen area relate to the enlistee's vocation, it would not be too difficult for him to perceive and accept the idea that increased challenge and proficiency in his Guard/Reserve job could lead to increased challenges, responsibility and rewards at his full-time job. If the chosen area of specialization were related to his avocation, the increased challenge and opportunity for decision making could be directly related to his activity in the Guard/Reserve.

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<sup>1)</sup> For the ARNG, Concept #2 was not the second most effective concept. However, the difference was miniscule between it and the other potential concepts, and its inclusion allows the development of a common strategy.

This approach has more credibility than one might suspect. The Interactional Correspondence School has been successfully employing a strategy incorporating the three elements of Concept 1 for over 50 years. They are still successfully employing them today.

There are two problems with this type of implementation. First, it is a weak one to use to retain Current Reservists or to enlist Veterans. Current Reservists and Veterans may not believe that current Guard/Reserve activities are capable of providing the skills or opportunities to reach the goal. Before they would believe it, perceptible improvement in UTA activities would have to occur. A second problem with this implementation approach is that Potential Enlistees do not perceive "training to prepare me for a civilian job" as very important. In fact, of all the reasons for joining the Guard/Reserve, this is the least important to Potential Enlistees.

A second implementation approach could involve the possibility of achievement within the Guard/Reserve organization. To borrow from the Marine Corps slogan, the idea one might want to communicate is that the Guard/Reserve wants some men to become skilled experts in various areas and to become involved in making crucial decisions about security affairs around the world. The current Army Reserve advertising campaign incorporates one aspect of this strategy by portraying different, interesting occupational skills available.

Concept 2 includes three seemingly disparate themes -- "developing one's own potential," "making friends," and "working as a member of a team", however, it is a psychologically valid cluster. Evaluation of one's own achievements or potential is done primarily in a social context. The person acquires much of his belief that he is, indeed, developing in potential if "friends" and "team members" tell him he is doing so.

This concept is being partially implemented now in some DoD communications which refer to joining a team, etc. This study did not measure reactions to that implementation. However, these data suggest that people should be encouraged to perceive that joining a team would be quickly associated with making friends and developing one's potential -- i.e., join the team "to make friends and



influence people", and, as an important outcome, develop one's social potential.

Step 2. Identify if Changes are Required to Make the Strategy Consonant with the Guard/Reserve Experience

There is modest agreement among Potential Enlistees and Current Reservists that the Guard/Reserve experience is or could be challenging and exciting. However, very few believe that the military allows people to make their own decisions. This poses a severe problem for a strategy using Concept 1. It would appear as a blatant falsehood.

A tactic for changing belief could be to show the diverse types of difficult decisions that enlisted personnel face in using their sophisticated skills acquired in the Guard/Reserve.

Beliefs about the variables in Concept 2 are mixed. Both Potential Enlistees and Current Reservists accept the idea that Guard/Reserve membership will make them a "team member." Current Reservists also believe that they make "good friends." The Veterans, also accept the idea of making "good friends." Non-Prior Service men, who have not had military experience do not have as strong a belief about it. However, this is not a major problem. Minor adjustments to Guard/Reserve communications are probably all that are required to stress this point.

This is not the case with the idea of "developing my potential". Those with more experience (Veterans and Current Reservists) do not believe it. Non-Prior Service men are less skeptical, but, nonetheless, are still skeptical. Changing this belief would require changes in the actual experiences that Reservists encounter. This is more difficult than changing the thrust of communications to make it sound more believable.

Assessment of the "Getting Ahead in the World" Strategy

The strategy is fairly effective to highly effective as an accession

strategy and less effective as a retention strategy.

## Strategy 2. Family Orientation

This strategy is applicable to Potential Enlistees and Current Reservists.

### Step 1. Select the Concept

This strategy is derived from consideration of responses to the questions about the types of conditions respondents thought would result if they enlisted/extended enlistment in the Guard/Reserves.

There are three variables, all of which are very important to Potential Enlistees and Current Reservists and all of which have relatively high correlations with enlistment/extension propensity.<sup>1)</sup> These are:

- . Would take too much time away from your family.
- . Cause you problems with your job because of Guard/Reserve obligations.
- . Would take too much time away from your personal social activities.

For Current Reservists four other variables in order of importance are:

- . Unit training assemblies would (not)<sup>2)</sup> prepare you to be combat ready.
- . Classes would be cancelled or scheduled at the last minute without much planning.
- . Summer training camp would (not)<sup>2)</sup> prepare you to be combat ready.
- . Would attend drills that are a waste of time.

The problem is that the Guard/Reserve takes up social and family time, and in addition, is often a waste of time. One way to convert the problem into an opportunity would be to incorporate more family related activities into the program. For example, wives and children might be offered training in medical assistance during training weekends as a supplementary resource in time of community disaster. Another possible approach would be to make Guard/Reserve activities more visible to the community so that wives, children, and employers

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1) The correlation is between likelihood of conditions and propensity to enlist/extend.

2) The wording has been revised to make the direction of the correlations consistent.



could be proud of their spouse's, father's, or employee's involvement. For example, the Guard/Reserve could play in community softball leagues to assist local charities.

For Current Reservists, who have had direct experience, the loss of family and social time is compounded by the feeling that time spent in the Guard/Reserve is wasted. Improvement in UTA activities would be necessary to change this feeling.

Step 2. Identify If Changes are Required to Make the Strategy Consonant with the Guard/Reserve Experience

The second step in developing a strategy is to identify if dramatic changes are required or if existing features of the Guard/Reserve system can be maintained. For Potential Enlistees, the social, family and personal problems are perceived as likely to occur, but they are not among the most likely perceived conditions. This is crucial. If they were among the most likely, it might be impossible to use this strategy because the resistance to believing the Guard/Reserve could change would be too great. Thus, while it is feasible to use this strategy it will be necessary to make relatively dramatic changes to convince a Potential Enlistee that family life and social life will not be disrupted. The data suggest that without such significant changes a "Family Orientation" strategy will not work with Potential Enlistees.

Current Reservists will be even more cynical or difficult to convince that the family strategy is consonant with the Guard/Reserve activities. This is also true with respect to believing that UTA's will help them become combat ready, i.e., it will be difficult to convince them that waste of time can be eliminated. Changes to affect these beliefs will have to be very dramatic to positively affect retention with this strategy. In fact, problems involved in changing these beliefs may be insurmountable.

Assessment of the "Family Orientation" Strategy

If changes can be made to alter the beliefs, this strategy should work fairly well for retention of Current Reservists. It would be somewhat less effective for Potential Enlistees.

### Strategy 3 -- New Social Interactions

This strategy is applicable to Potential Enlistees.

#### Step 1. Select the Concept

This strategy is developed on the basis of attitudes towards organizations and groups.<sup>1),2)</sup> Two concepts have apparent influence on Potential Enlistees:

- New Friendships and Environment
- Gregariousness

The concept of new friendships and environment, however, appears to exert the greater influence. The concept of gregariousness functions to reinforce the new friendship part of the first concept. The correlation between gregariousness and propensity for enlistment is not as high as the correlation between new friendships and propensity for enlistment.

The variables determining new friendships and environment are:

- . Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for awhile.
- . The National Guard or Reserve is a place to meet good buddies and make lasting friendships.

The variables determining gregariousness are:

- . In my spare time, I prefer doing things with others, rather than being by myself.
- . I like to belong to organizations or groups which help me find more interesting things to do than being on my own.

The respondents indicated that the Guard/Reserve offers an opportunity to change social patterns (i.e., doing new or different activities), in addition to serving as a social platform (e.g., ability to meet new people). This is also an extension of the family orientation concept derived in Strategy 2.

The relation can be seen in that, for both strategies, a personal involvement is the center of focus. However, in Strategy 2, there is a definite need

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- 1) Because no data on importance were obtained, the analysis was confined to investigation of item correlations with propensity for enlistment.
  - 2) Because of the range of attitudes towards organizations and groups concepts examined, the inspection of the results was confined to previously determined FHID's and their subset of items.



to include the whole family in order to create a more positive attitude toward enlistment/extension of enlistment in the Guard/Reserve. To implement Strategy 3, a wide range of exciting activities and functions available to Guardsmen and Reservists should be commenced. The activities and functions should be those not available in everyday civilian life and, thus, novelty or change can be interjected.

In addition, the Guard/Reserve should make aware the close friendships that can develop during Multiple Unit Training Assemblies (MUTA's) and summer camp. As an extension of this idea, it can be demonstrated to Potential Enlistees that the involvement in the Guard/Reserve need not be limited to the Guardsmen or Reservists. Through development of family activities, it can be shown how he can involve the family. This would be a multipurpose implementation. It would also be useful in implementing the "Family Orientation" strategy. In other words, one tactic can be used to implement parts of several strategies.

Step 2. Identify if Changes are Required to Make the Strategy Consonant with a Guard/Reserve Experience

The variables which comprise the new friendships and environment concept offer both the best possibilities and the most difficult problems in dealing with Potential Enlistees. The item -- The National Guard or Reserve is a place to meet good buddies and make lasting friendships -- is only moderately believed to be true. However, among Current Reservists, there is strong positive agreement with this statement. The effort should focus on transmitting the Current Reservists' beliefs to the Potential Enlistees. Such information should be effective as Potential Enlistees already believe it to some degree.

The greater concern is with the second feature of the concept -- "Getting away from my everyday life". Belief in this idea is very low. To change this belief would require the restructuring of Guard/Reserve tasks so that they are fun or quite diverse from civilian life. Even this may not be sufficient. The item of getting away from civilian life may be incompatible with serving only a weekend a month or a few weeks a year. Perhaps a better possibility is to communicate the idea of "taking a break from civilian life".

## Assessment of New Social Interactions Strategy.

Without substantial alterations of beliefs about the differences between civilian life and Guard/Reserves and the possibilities of finding new friendships in the Guard/Reserve, this strategy would have only a moderate chance of attracting Potential Enlistees. With the changes discussed, the value of the strategy would be reasonably good.<sup>1)</sup>

### Strategy 4 -- Pride

This strategy is applicable to Current Reservists. It was developed on the basis of attitudes towards organizations and groups.

#### Step 1. Select the Concept

For Current Reservists one strong concept can be developed -- Pride. The variables related to this concept are:

- . I am proud to be a member of the Reserve/Guard
- . Belonging to the National Guard or Reserve would give me a chance to get away from my everyday life for awhile.
- . I like to become involved in projects in my community.

These variables indicate that one important aspect of pride is related to work in the form of community projects and that it is being sought in activities that are unique to the Guard/Reserve.

Implementation of this strategy requires the cooperation of the community. Both opportunities to perform public service functions and to be visibly and amply rewarded for them is necessary. These functions should be of the type in which the Guardsmen and Reservists cannot readily participate in their civilian roles. For most effectiveness, these functions should be of the type that would not be accomplished unless performed by the Guard/Reserve.

---

1) There were no importance ratings for the attitudes toward organizations and groups. These conclusions therefore are weaker than those given for the previous two strategies.



Step 2. Identify if Changes are Required in Order to Make a Guard/ Reserve Experience Consonant with the Strategy

The data show that the Army National Guard members believe that it is possible to feel pride about their activities to a greater degree than Other Reserve Components members do. This implies that the Other Reserve Components might welcome the opportunity to participate in activities which generate pride, e.g., notable work in the community. Clearly, a change would have to be made in community orientation and involvement of Other Reserve Components members, if this strategy is to succeed. The low belief in the ability to get away from one's everyday life means that opportunities created for community involvement should be unique.

Implementation of this strategy requires the emphasis of Guard/Reserve activities seen as important by the community and the positive feedback from the community concerning these activities. This strategy requires community oriented activity change within the Guard/Reserve. It also requires effective public relations activities within the community. Data collected from the NPS sample indicate that the community respect for the Guard/Reserve is greater than the Guard/Reserve perceive it to be. This community respect should be communicated to the Guard/Reserve.

Assessment of Pride Strategy

Currently, it has mixed possibilities because of the differences between the Guard and Reserve members' beliefs about opportunities to participate in community activities. The strategy could be very useful if the Guardsmen and Reservists believed the opportunities existed.

Variables that Are Not Likely to be Useful in Other Strategies

There are a number of variables which have not been used in the four strategies presented. The data indicated that many of these variables will not be useful in developing other accession and retention strategies. They are rated too low in importance.<sup>1)</sup> (While these specific variables will not be useful, variants of them could potentially be useful.) Among the

---

<sup>1)</sup> This judgment was usually based on the relative importance of the item.

variables asked about in "life goals" and "reasons for joining", the ones which may be less useful include:

- . Training to prepare me for a civilian job (NPS and Veterans only).
- . Chance to use my hobbies or interests.
- . Chance to maintain grade (Veterans only).<sup>1)</sup>
- . Chance to maintain MOS (Veterans only).<sup>1)</sup>
- . Opportunity to earn extra income. (This is marginal for Current Reservists.)
- . Obedience.
- . Being patient and waiting a long time to get what I want.
- . Recognition and status.
- . A comfortable life without a lot of problems.

"Life goals" and "reasons for joining" variables which should be avoided because strong belief in them would not necessarily lead to accession and retention include:

- . A country protected from attack (NPS and Veterans only).
- . Making good money (NPS and Veterans only).
- . Serving my country (NPS and Veterans only).
- . Serving my community (NPS and Veterans only).

Among the conditions that might occur while in or as a result of being in the Guard/Reserve, the variables that are too low in relative importance to be useful in strategies include:

- . Fair promotions.
- . Opportunities for promotions.
- . Letting hair be long (NPS and Veterans only).
- . Drills not a waste of time (unimportant only for the NPS and Veterans).
- . Being hassled (although this is somewhat important as a predictor of propensity for Veterans).

---

<sup>1)</sup> These items may be very effective when the person still is in active duty status and the prestige of grade and a unique MOS is still operating. However, as context is lost, the usefulness of the strategies diminish.



For Current Reservists, almost any improvement in the Guard/Reserve operations are correlated with propensity to extend enlistment, e.g., "fair promotions", "modern equipment available." Such improvements would be useful in retention strategies. However, by comparison to the factors involving "no combat readiness" and "drills being a waste of time", such improvements are just less important.

For the NPS and Veterans, it would not be useful to have a strategy based on the concept of the likelihood of being called up to active duty. While this concept is important, it doesn't matter whether they believe it or not -- i.e., believing this more won't produce accession.

Due to a lack of importance ratings of attitudes toward organizations and groups, it is not possible to assert, with any great reliability, what variables in this category will not be useful. All except the attitude about the country being too militaristic show some degree of correlation with enlistment propensity among Potential Enlistees, and are therefore candidates for consideration in accession strategies. Ratings of their importance, should they become available, will help sort out the more useful from the less useful.

APPENDIX A



April, 1977  
Job #8147

1 - 4

REENLISTMENT STUDY -- GROUP C SCREENER

5

1. Are you currently a member of the Army National Guard?  
1( ) Yes 2( ) No (END INTERVIEW)

2. IF YES:  
Are you currently serving your first term of enlistment?  
1( ) Yes                      2( ) No (END INTERVIEW)

3. Are you now in paid drill status in the Guard, that is, attending night or weekend unit training assemblies and/or summer training camp?

1( ) Yes                      2( ) No (END INTERVIEW)

3a. Have you ever served in active duty in a regular component (Army, Navy, Marines,  
Air Force, Coast Guard)?

1( ) Yes                      2( ) No (#4 NEXT)

3b. IF YES:  
Which component?

1( ) Army	4( ) Air Force
2( ) Navy	5( ) Coast Guard
3( ) Marine Corps.	

4. In what month and year did you join the Army National Guard?

		<u>Month</u>			<u>Year</u>
6-	1( )	January	7( )	July	7- 1( ) 1970 or earlier
	2( )	February	8( )	August	2( ) 1971
	3( )	March	9( )	September	3( ) 1972
	4( )	April	0( )	October	4( ) 1973
	5( )	May	X( )	November	5( ) 1974 or later
	6( )	June	Y( )	December	

IF BEFORE MAY 1971, END INTERVIEW.

IF AFTER MAY 1973 AND HAS ANSWERED "NO" TO #3a, END INTERVIEW.

IF AFTER MAY 1973 AND HAS ANSWERED "YES" TO #3a, ASK #4a NEXT.

4a. In what month and year did you go in active duty with the (NAME ANSWER TO #3b)?

<u>Month</u>		<u>Year</u>
1( ) January	7( ) July	1( ) 1970 or earlier
2( ) February	8( ) August	2( ) 1971
3( ) March	9( ) September	3( ) 1972
4( ) April	0( ) October	4( ) 1973
5( ) May	X( ) November	5( ) 1974 or later
6( ) June	Y( ) December	

IF BEFORE MAY 1971 END INTERVIEW.

IF AFTER MAY 1973 END INTERVIEW.

5. How old are you?

8-	1( ) 21 - 24	3( ) 30 - 34
	2( ) 25 - 29	4( ) 35 - 40

6. What is the last year of school or college you completed?

9- 1( ) Less than high school graduate  
2( ) High school graduate  
3( ) Vocational school/training after high school  
4( ) Some college  
5( ) College graduate  
6( ) Post graduate work

RESPONDENT \_\_\_\_\_ PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
INTERVIEWER \_\_\_\_\_ DATE \_\_\_\_\_  
SAMPLE SEGMENT \_\_\_\_\_



Associates for Research in Behavior, Inc.  
3401 Market Street  
Philadelphia, Pennsylvania 19104

April, 1977  
Job #8147

ENLISTMENT STUDY — GROUP C QUESTIONNAIRE

Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular question.

1. Are you currently attending any type of school or college?

10- 1( ) Yes (#3 NEXT) 2( ) No

2. Are you planning to attend any type of school or college in the next year or so?

11- 1( ) Yes 2( ) No (#6 NEXT)

3. IF YES IN #1 OR #2:

What type of school are you attending/planning to attend?

12- 1( ) High school  
2( ) Vocational/training school after high school (#6 NEXT)  
3( ) Two-year college (#5 NEXT)  
4( ) Four-year college (#5 NEXT)

4. IF HIGH SCHOOL:

Do you plan to complete your high school education?

13- 1( ) Yes (#6 NEXT) 2( ) No (#6 NEXT)

5. IF COLLEGE IN #3:

What type of degree do you plan to get?

14- 1( ) Associate (A.A./A.S.) 3( ) Masters (M.A./M.S.)  
2( ) Bachelor (B.A./B.S.) 4( ) Doctorate (Ph.D.)  
5( ) Professional degree (Doctor, dentist, lawyer, etc. -MD, DDO, LLD, etc.)

6. Are you currently employed?

15- 1( ) Yes 2( ) No (#10 NEXT)

7. IF YES:

Is that full time or part time?

16- 1( ) Full 3( ) Both  
2( ) Part

- 7- 8. What is your (full time) occupation? \_\_\_\_\_

- 9a. Are you employed by:

18- 1( ) The federal government, 5( ) Someone else, or \_\_\_\_\_  
2( ) The state government, WRITE IN  
3( ) A local government, 6( ) Are you self employed?  
4( ) Private business or industry

- b. How long have you been employed there?

19- 1( ) Less than 6 months 5( ) 3 - 4 years  
2( ) 6 months - 1 year 6( ) 4 - 5 years  
3( ) 1 - 2 years 7( ) 5 - 6 years  
4( ) 2 - 3 years 8( ) 6 years or more

- c. IF FEDERAL OR STATE GOVERNMENT IN Q. 9a:

Are you a civilian technician for a Guard unit?

20- 1( ) Yes 2( ) No

10. When you go to annual summer training camp for the Guard, do you get the time for it from your employer, as:

21- 1( ) Vacation, or (#12 NEXT)                      2( ) Time off?

11. IF TIME OFF:

Do you get the time off with:

22- 1( ) Full pay,  
 2( ) The difference in pay between what you get from the Guard and  
       what your employer pays you, or  
 3( ) Without pay?

12. If you were not in the Guard, what would you do with the time you are now devoting to Guard activities?

23- 1( ) Working, take a part-time job, etc.  
 24- 2( ) Belong to club, organization, etc.  
 25- 3( ) Relax, rest, nothing  
 26- ( ) Other \_\_\_\_\_

WRITE IN

13. There are a number of things which young men your age might consider in the next few years when your current term in the Guard is up. For example, how likely would you be to extend your enlistment in the Guard -- would you say that you would:

27- 1( ) Definitely extend enlistment,  
 2( ) Probably extend enlistment,  
 3( ) Might extend enlistment,  
 4( ) Probably not extend enlistment, #16 NEXT  
 5( ) Definitely not extend enlistment?

14. For how long would you extend your enlistment if someone in your Guard unit asked you to extend?

28- 1( ) One year                                      5( ) Five years  
 2( ) Two years                                        6( ) Six years  
 3( ) Three years                                      7( ) More than 6 years  
 4( ) Four years                                       8( ) Don't know

29-  
 30-

15. In total, how many years do you expect to stay in the Guard? \_\_\_\_\_

16. How likely would you say you would be to extend your enlistment in the Guard when your current term is up if (NAME EVENT) -- would you definitely extend your enlistment, probably extend, might extend, probably not extend, or definitely not extend your enlistment?

	Extend			Not Extend	
	Definitely	Probably	Might	Probably	Definitely
a. There were a possibility of war?	31- 1( )	2( )	3( )	4( )	5( )
b. If there were an actual war?	32- 1( )	2( )	3( )	4( )	5( )

33-  
 34-  
 35-

17. Please think carefully now about the idea of extending your enlistment. What is the one most important thing that would cause you to extend your term of enlistment?

18. Did a career counselor ever talk with you about extending your term of enlistment in the Guard?

36- 1( ) Yes    2( ) No



19. Have you ever talked with anyone else about extending your enlistment in the Guard?

37- 1( ) Yes

2( ) No (#22 NEXT)

20. IF YES:

With whom did you talk? READ LIST. CHECK ALL NAMED BY RESPONDENT

Q. #20

Q. #21

		Encourage		Neither	Discourage	
		Strongly	Somewhat		Somewhat	Strongly
38-	1( ) Friend in Guard	43-	1( )	2( )	3( )	4( ) 5( )
39-	2( ) Someone else in the Guard	44-	1( )	2( )	3( )	4( ) 5( )
40-	3( ) Parents	45-	1( )	2( )	3( )	4( ) 5( )
41-	4( ) Wife or girlfriend	46-	1( )	2( )	3( )	4( ) 5( )
42-	5( ) Employer	47-	1( )	2( )	3( )	4( ) 5( )

21. FOR EACH PERSON TALKED WITH IN #20, ASK:

How strongly did (NAME PERSON) encourage or discourage you about extending your enlistment in the Guard? Did (NAME PERSON) strongly encourage you, somewhat encourage you, neither encourage nor discourage you, somewhat discourage you, or strongly discourage you? RECORD ABOVE

22. How long does it take you to go one way to your regular training center?

- |     |  |                                |
|-----|--|--------------------------------|
| 48- | 1( ) Less than 15 minutes              | 6( ) 1½ hours, less than 1½    |
|     | 2( ) 15 - 29 minutes                   | 7( ) 1½ hours, less than 1 3/4 |
|     | 3( ) 30 - 44 minutes                   | 8( ) 1 3/4 hours, less than 2  |
|     | 4( ) 45 - 59 minutes                   | 9( ) 2 hours or more           |
|     | 5( ) 1 hr., less than 1½ (60-84 mins.) |                                |

23. What is your current grade in the Guard?

- |     |            |            |
|-----|------------|------------|
| 49- | 1( ) E - 1 | 6( ) E - 6 |
|     | 2( ) E - 2 | 7( ) E - 7 |
|     | 3( ) E - 3 | 8( ) E - 8 |
|     | 4( ) E - 4 | 9( ) E - 9 |
|     | 5( ) E - 5 |            |

50-

51-

52-

53-

54-

24. What is your MOS? \_\_\_\_\_

25. Are you currently receiving aviation or hazardous duty pay?

55- 1( ) Yes

2( ) No

26. Now let's talk about benefits that may be offered by the Guard. First, can you tell me if financial assistance for education or training beyond high school is available to you from the Guard?

56- 1( ) Yes

2( ) No (#30 NEXT)

27. IF YES:

Do you use the financial educational assistance offered by the Guard?

57- 1( ) Yes

2( ) No

28. What types of schools or colleges can you attend and get financial educational assistance from the Guard?

- |     |   |     |                 |
|-----|---|-----|-----------------|
| 58- | 1( ) High school  | 64- | 8( ) Don't know |
| 59- | 2( ) Vocational or training school other than high school |     |                 |
| 60- | 3( ) Junior college (2 years)                             |     |                 |
| 61- | 4( ) Regular college (4 years)                            |     |                 |
| 62- | 5( ) Post graduate colleges                               |     |                 |
| 63- | 0( ) Other _____  |     |                 |

WRITE IN

29. What percent of your expenses for education or training beyond high school do you think the Guard pays?

- |     |                 |                       |
|-----|-----------------|-----------------------|
| 65- | 1( ) 50%        | 5( ) \$300/year       |
|     | 2( ) 100%       | 6( ) \$500/year       |
|     | 3( ) Other %    | 7( ) Other \$ amounts |
|     | 4( ) \$250/year | 8( ) Don't know       |

30. How many years do you have to be in the Guard before you can start collecting retirement benefits?

- |     |                     |                         |
|-----|---------------------|-------------------------|
| 66- | 1( ) Under 20 years | 3( ) More than 20 years |
|     | 2( ) 20 years       | 4( ) Don't know         |

31. The Guard offers a variety of benefits to its members. How many of the benefits offered by the Guard would you say have been explained to you:

- |     |  |
|-----|--|
| 67- | 1( ) All the benefits were explained to you,       |
|     | 2( ) Most of the benefits were explained to you,   |
|     | 3( ) Some of the benefits were explained,          |
|     | 4( ) Only a few of the benefits were explained, or |
|     | 5( ) Almost no benefits were explained to you?     |

32a. If you extend your enlistment, for how many years do you have to extend your term of enlistment?

- |     |            |                 |
|-----|------------|-----------------|
| 68- | 1( ) One   | 5( ) Five       |
|     | 2( ) Two   | 6( ) Six        |
|     | 3( ) Three | 7( ) Other      |
|     | 4( ) Four  | 8( ) Don't know |

b. If you extend your enlistment in the Guard, do you get a cash bonus?

- |     |          |         |                 |
|-----|----------|---------|-----------------|
| 69- | 1( ) Yes | 2( ) No | 3( ) Don't know |
|-----|----------|---------|-----------------|

33. Over the course of a year, how much pay, if any, do you lose from your regular job as a result of attending Guard unit training assemblies and summer camp?

- |     |                      |                    |
|-----|----------------------|--------------------|
| 70- | 0( ) None            | 4( ) \$300 - \$399 |
|     | 1( ) Less than \$100 | 5( ) \$400 - \$499 |
|     | 2( ) \$100 - \$199   | 6( ) \$500 or more |
|     | 3( ) \$200 - \$299   |                    |

34. How much do you think you have to spend each year for car expenses, laundry, etc. to attend the Guard unit training assemblies and summer camp?

- |     |                    |                    |
|-----|--------------------|--------------------|
| 71- | 1( ) Under \$100   | 5( ) \$400 - \$499 |
|     | 2( ) \$100 - \$199 | 6( ) \$500 - \$599 |
|     | 3( ) \$200 - \$299 | 7( ) \$600 or more |
|     | 4( ) \$300 - \$399 |                    |



35. You mentioned that you would (NAME ANSWER TO #13) extend your enlistment in the Guard. These are some things the Guard could do that might influence people's decisions to extend their enlistments or not. I would like your personal reactions to these ideas. First, if the Guard offered (NAME ITEM), how likely would you be to extend your enlistment -- would you say you would be definitely likely to extend your enlistment, somewhat likely to extend your enlistment, you might extend your enlistment, probably not extend your enlistment, or definitely not extend your enlistment?

	Extend			Not Extend	
	<u>Definitely</u>	<u>Probably</u>	<u>Might</u>	<u>Probably</u>	<u>Definitely</u>
a. No financial educational assistance, which is currently the case.	72- 1( )	2( )	3( )	4( )	5( )
b. 25% of your education or training after high school while you were in the Guard.	73- 1( )	2( )	3( )	4( )	5( )
c. 50% of your education or training after high school while you were in the Guard.	74- 1( )	2( )	3( )	4( )	5( )
d. 75% of your education or training after high school while you were in the Guard.	75- 1( )	2( )	3( )	4( )	5( )
e. 100% of your education or training after high school while you were in the Guard.	76- 1( )	2( )	3( )	4( )-#37	5( )-#37
				NEXT	NEXT

36. Assuming that the Guard were to pay for all your education or training after high school, how likely would you personally be to use the education or training assistance -- would you say you would:

- 77- 1( ) Definitely use the education or training assistance,  
 2( ) Probably use the education or training assistance,  
 3( ) Might use the education or training assistance,  
 4( ) Probably not use the education or training assistance, or  
 5( ) Definitely not use the education or training assistance?

COL 78- TYPE  
 COL 80- (1)

37. Assuming that there is no education or training assistance beyond high school, if you got (NAME ITEM) bonus for extending your enlistment, how likely would you be to extend your enlistment -- definitely, probably, might, probably not or definitely not?

	Extend			Not Extend	
	<u>Definitely</u>	<u>Probably</u>	<u>Might</u>	<u>Probably</u>	<u>Definitely</u>
a. No.	5- 1( )	2( )	3( )	4( )	5( )
b. \$2200 for a 6 year enlistment payable in a lump sum in 3 or 4 months.	6- 1( )	2( )	3( )	4( )	5( )
c. \$1100 for a 6 year enlistment payable in a lump sum in 3 or 4 months.	7- 1( )	2( )	3( )	4( )	5( )
d. \$500 for a 6 year enlistment payable in a lump sum in 3 or 4 months.	8- 1( )	2( )	3( )	4( )	5( )
e. \$250 for a 6 year enlistment payable in a lump sum in 3 or 4 months.	9- 1( )	2( )	3( )	4( )	5( )

38. Assuming there is no education or training assistance and no enlistment bonus, if the pay were (NAME ITEM), how likely would you be to extend your enlistment -- definitely, probably, might, probably not, or definitely not?

	Extend			Not Extend	
	Definitely	Probably	Might	Probably	Definitely
a. The same as it is now.	10- 1( )	2( )	3( )	4( )	5( )
d. Increased 50%.	11- 1( )	2( )	3( )	4( )	5( )
c. Increased 20%.	12- 1( )	2( )	3( )	4( )	5( )
b. Increased 10%.	13- 1( )	2( )	3( )	4( )	5( )

39. Different people have different ideas about what they want out of life and how to get it. As I read each statement, please tell me if it describes something that is very important to you personally, somewhat important to you personally, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

	Important			Unimportant	
	Very	Somewhat	Neither	Somewhat	Very
a. Work that is challenging.	14-1( )	2( )	3( )	4( )	5( )
b. Participating in activities that are exciting and adventurous.	15-1( )	2( )	3( )	4( )	5( )
c. Making good money.	16-1( )	2( )	3( )	4( )	5( )
d. Being able to make my own decisions on the job.	17-1( )	2( )	3( )	4( )	5( )
e. Obedience.	18-1( )	2( )	3( )	4( )	5( )
f. A warm, happy family life.	19-1( )	2( )	3( )	4( )	5( )
g. Being patient and working a long time to get what I want.	20-1( )	2( )	3( )	4( )	5( )
h. Developing my potential.	21-1( )	2( )	3( )	4( )	5( )
i. Job security -- a steady job.	22-1( )	2( )	3( )	4( )	5( )
j. Working for a better society.	23-1( )	2( )	3( )	4( )	5( )
k. Learning as much as I can.	24-1( )	2( )	3( )	4( )	5( )
l. Recognition and status.	25-1( )	2( )	3( )	4( )	5( )
m. A comfortable life without a lot of problems.	26-1( )	2( )	3( )	4( )	5( )
n. A country protected from attack.	27-1( )	2( )	3( )	4( )	5( )



40. Now thinking about those things which we just discussed that people may want to get out of life, please tell me as I read each one if you think you can get this more by serving in the Guard or more by having another type of part-time job or using your spare time in some other way. IF GUARD OR OTHER: Would you say you are much more likely to get this in the Guard/other job/activity or somewhat more likely to get this in the Guard/other job/activity?

		<u>Guard</u>		<u>Neither</u>	<u>Other Part-Time Job/Activity</u>	
		<u>Much</u>	<u>Somewhat</u>		<u>Somewhat</u>	<u>Much</u>
a.	Recognition and status.	28- 1( )	2( )	3( )	4( )	5( )
b.	Work that is challenging.	29- 1( )	2( )	3( )	4( )	5( )
c.	Participating in activities that are exciting and adventurous.	30- 1( )	2( )	3( )	4( )	5( )
d.	Making good money.	31- 1( )	2( )	3( )	4( )	5( )
e.	Being able to make my own decisions on the job.	32- 1( )	2( )	3( )	4( )	5( )
f.	A warm, happy family life.	33- 1( )	2( )	3( )	4( )	5( )
g.	Obedience.	34- 1( )	2( )	3( )	4( )	5( )
h.	Being patient and working a long time to get what I want.	35- 1( )	2( )	3( )	4( )	5( )
i.	Job security -- a steady job.	36- 1( )	2( )	3( )	4( )	5( )
j.	Working for a better society.	37- 1( )	2( )	3( )	4( )	5( )
k.	Developing my potential.	38- 1( )	2( )	3( )	4( )	5( )
l.	A comfortable life without a lot of problems.	39- 1( )	2( )	3( )	4( )	5( )
m.	A country protected from attack.	40- 1( )	2( )	3( )	4( )	5( )
n.	Learning as much as I can.	41- 1( )	2( )	3( )	4( )	5( )

41. Men give various reasons for wanting to be in the Guard. As I read each one, please tell me how important or unimportant the reason is to you personally -- is it very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

		<u>Important</u>		<u>Neither</u>	<u>Unimportant</u>	
		<u>Very</u>	<u>Somewhat</u>		<u>Somewhat</u>	<u>Very</u>
a.	Opportunity to earn extra income.	42- 1( )	2( )	3( )	4( )	5( )
b.	Opportunity to serve my country.	43- 1( )	2( )	3( )	4( )	5( )
c.	Opportunity to make good friends.	44- 1( )	2( )	3( )	4( )	5( )
d.	Chance to use my hobbies or interests.	45- 1( )	2( )	3( )	4( )	5( )
e.	Opportunity to serve my community.	46- 1( )	2( )	3( )	4( )	5( )
f.	Being a member of a team.	47- 1( )	2( )	3( )	4( )	5( )
g.	Develop my potential.	48- 1( )	2( )	3( )	4( )	5( )
h.	For good benefits.	49- 1( )	2( )	3( )	4( )	5( )

42. Now I'd like to read you a list of statements describing things you can get out of a part-time job or using your spare time in some other way. As I read each one, please tell me if you think you would be more likely to be (NAME ITEM) if you extended your enlistment in the Guard or by another part-time job or using your spare time in some other way. Would Guard/other job/activity be much more likely or somewhat more likely to offer this?

		<u>Guard</u>		<u>Neither</u>	<u>Other Part-Time Job/Activity</u>	
		<u>Much</u>	<u>Somewhat</u>		<u>Somewhat</u>	<u>Much</u>
a.	Doing work that is challenging.	50- 1( )	2( )	3( )	4( )	5( )
b.	A member of a team.	51- 1( )	2( )	3( )	4( )	5( )
c.	Learning as much as I can.	52- 1( )	2( )	3( )	4( )	5( )
d.	Making good money.	53- 1( )	2( )	3( )	4( )	5( )
e.	Serving my country.	54- 1( )	2( )	3( )	4( )	5( )
f.	Making good friends.	55- 1( )	2( )	3( )	4( )	5( )
g.	Serving my community.	56- 1( )	2( )	3( )	4( )	5( )
h.	Having good benefits.	57- 1( )	2( )	3( )	4( )	5( )
i.	Developing my potential.	58- 1( )	2( )	3( )	4( )	5( )
j.	Having a chance to use my hobbies or interests.	59- 1( )	2( )	3( )	4( )	5( )
k.	Gaining recognition and status.	60- 1( )	2( )	3( )	4( )	5( )
l.	Working for a better society.	61- 1( )	2( )	3( )	4( )	5( )

43. Please tell me if you would be more likely (NAME ITEM) if you extended your enlistment in the Guard or by another part-time job or using your spare time in another way. Would the Guard/other job/activity be much more likely or somewhat more likely to enable you to do this?

		<u>Guard</u>		<u>Neither</u>	<u>Other Part-Time Job/Activity</u>	
		<u>Much</u>	<u>Somewhat</u>		<u>Somewhat</u>	<u>Much</u>
a.	To achieve your life's goals.	62- 1( )	2( )	3( )	4( )	5( )
b.	To live a productive life.	63- 1( )	2( )	3( )	4( )	5( )



44. If you were to extend your enlistment in the Guard, how likely or unlikely do you think the following things would be to occur? As I read each statement, please tell me if it would be very likely to exist or occur, somewhat likely, neither likely nor unlikely, somewhat unlikely, or very unlikely to exist or occur? READ LIST

	Likely		Neither	Unlikely		Q. 45a/b
	Very	Somewhat		Somewhat	Very	
a. A system of promotions that would be fair.	64-1( )	2( )	3( )	4( )	5( )	_____
b. Would take too much time away from your family.	65-1( )	2( )	3( )	4( )	5( )	_____
c. Good opportunity for promotions.	66-1( )	2( )	3( )	4( )	5( )	_____
d. Having military supervisors who would hassle or harrass you.	67-1( )	2( )	3( )	4( )	5( )	_____
e. Would attend unit training assemblies that are a waste of time.	68-1( )	2( )	3( )	4( )	5( )	_____ -5
f. Cause you problems with your job because of Guard obligations.	69-1( )	2( )	3( )	4( )	5( )	_____ -6
g. The unit training assemblies would prepare you for mobilization for emergencies such as floods, riot patrols, etc.	70-1( )	2( )	3( )	4( )	5( )	_____ -7
h. The instructors would be well qualified to teach their subjects.	71-1( )	2( )	3( )	4( )	5( )	_____ -8
i. You would have modern, up-to-date training equipment.	72-1( )	2( )	3( )	4( )	5( )	_____
j. Unit training assemblies would prepare you to be combat ready.	73-1( )	2( )	3( )	4( )	5( )	_____
k. Classes would be cancelled or scheduled at the last minute without much planning.	74-1( )	2( )	3( )	4( )	5( )	_____
l. You would be well informed by the Guard about General Guard information such as training schedules, changes, qualification tests, etc.	75-1( )	2( )	3( )	4( )	5( )	_____
m. Summer training camp would prepare you to be combat ready.	76-1( )	2( )	3( )	4( )	5( )	_____
n. Would take too much time away from your personal and social activities.	77-1( )	2( )	3( )	4( )	5( )	_____

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- 45a. Which one of these factors we just discussed is most important to you personally? RECORD "1" ON APPROPRIATE LINE ABOVE.

- b. Which factor is second most important to you? RECORD "2" ON APPROPRIATE LINE ABOVE

46. Now I'd like to talk with you about how you feel about the Guard now that you've been in for a while. How satisfied would you say you generally are with the Guard -- would you say you are:

- 9- 1( ) Very satisfied with the Guard,  
 2( ) Somewhat satisfied,  
 3( ) Neither satisfied nor dissatisfied,  
 4( ) Somewhat dissatisfied, or  
 5( ) Very dissatisfied with the Guard?

47. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree with the statement. READ LIST

		Agree		Neither	Disagree	
		Strongly	Somewhat		Somewhat	Strongly
a.	The Guard is highly respected in my community.	10- 1( )	2( )	3( )	4( )	5( )
b.	I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble.	11- 1( )	2( )	3( )	4( )	5( )
c.	I am proud to be a member of the Guard.	12- 1( )	2( )	3( )	4( )	5( )
d.	In my spare time, I prefer doing things with others rather than being by myself.	13- 1( )	2( )	3( )	4( )	5( )
e.	I've always liked the idea of wearing a uniform.	14- 1( )	2( )	3( )	4( )	5( )
f.	I like to belong to organizations or groups which help me to find more interesting things to do than being on my own.	15- 1( )	2( )	3( )	4( )	5( )
g.	Our country is too militaristic.	16- 1( )	2( )	3( )	4( )	5( )
h.	Belonging to the Guard gives me a chance to get away from my everyday life for a while.	17- 1( )	2( )	3( )	4( )	5( )
i.	I would like to get out of the Guard right now.	18- 1( )	2( )	3( )	4( )	5( )
j.	I like to become involved in projects in my community.	19- 1( )	2( )	3( )	4( )	5( )
k.	The Guard is a place to meet good buddies and make lasting friendships.	20- 1( )	2( )	3( )	4( )	5( )
l.	The Guard offers an opportunity to become involved in projects in my community.	21- 1( )	2( )	3( )	4( )	5( )

48. Now we have talked about many specific details about the Guard. All things considered, how likely would you say you would be to extend your enlistment in the Guard — would you say that you would:

- 22- 1( ) Definitely extend your enlistment,  
 2( ) Probably extend,  
 3( ) Might extend,  
 4( ) Probably not extend, or  
 5( ) Definitely not extend your enlistment?



49. And now a few questions for classification purposes. Are you:
- 23- 1( ) Married, (#52 NEXT)  
2( ) Single, or  
3( ) Widowed, divorced, separated? (#51 NEXT)
50. IF SINGLE:  
Do you live at home with your parents?  
24- 1( ) Yes 2( ) No
51. IF NOT MARRIED:  
Do you have a steady girlfriend?  
25- 1( ) Yes 2( ) No
52. What was the last grade of school or college your father completed?  
26- 1( ) Less than high school graduate  
2( ) High school graduate  
3( ) Vocational/training school after high school  
4( ) Some college  
5( ) College graduate or more  
6( ) Don't know
- 27- 53. What is/was your father's occupation? \_\_\_\_\_
54. And last, just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:
- 28- 1( ) American Indian  
2( ) Black  
3( ) Oriental  
4( ) White  
5( ) Other \_\_\_\_\_
- WRITE IN

RESPONDENT \_\_\_\_\_ PHONE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ -29  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_ -30  
INTERVIEWER \_\_\_\_\_ DATE \_\_\_\_\_ -31  
SAMPLE SEGMENT \_\_\_\_\_ -32  
-33  
-34